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ABSTRACT

This report is the second of two technical reports produced as part of the Study of Excellence in High School Education. These studies are: (1) a cross-sectional analysis comparing 1972 high school seniors and their schools with 1980 high school seniors and their schools; and (2) a longitudinal analysis relating growth and development of 1980 high school sophomores to their schooling experience over the period 1980-82. The basic issues concern the identification of school and student factors that affect student outcomes. The major issues addressed are: (1) How did American high school students change between the sophomore and senior years in terms of cognitive achievement, educational and occupational aspirations, school related behaviors, and attitudes and values? (2) What factors accounted for changes in high school student outcomes (demographic, student variables, school variables and educational support systems)? (3) How did changes in the cognitive achievement and attitudes of high school dropouts differ from those of teenagers who chose to stay in high school? Appendices include: definition classification variables, description of ethnic group definitions, cross tabulation for the sample and student background, list of courses in the transcript file, and the detailed cross tabulation for changes in students' behavior, plans, and attitudes. (JAZ)

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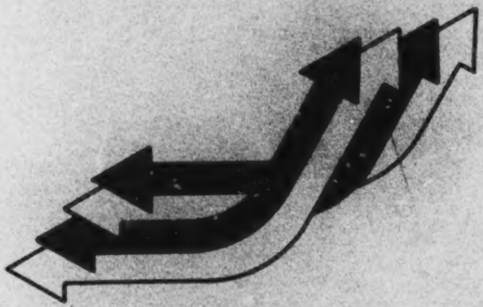

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Study of Excellence in High School Education: Longitudinal Study, 1980-82 Final Report

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September 1986

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Chapter 1

INTRODUCTION

The quality and effectiveness of American education have once again become a critical national issue. The National Commission on Excellence in Education (1983), appointed by Secretary of Education T. H. Bell, decried the "rising tide of mediocrity" in public education. The prestigious Twentieth Century Fund (1983) asserted that American public schools are in trouble. The National Task Force on Education for Economic Growth (1983), consisting of forty-one eminent leaders from state government and the corporate world, concluded that declining standards in public schools undermine both this country's efforts to sustain economic recovery and our competitive economic position internationally.

Recent studies of American high schools echo the message of such commissions, if not the tone. They argue that the basic structure of the American high school has not changed in nearly a century and no longer serves its purpose well (Sizer, 1984). While our schools have adjusted to a host of new demands in the last twenty-five years, a large gap remains between school achievement and the type of education students need in order to meet the demands of a technological society (Boyer, 1983). Students engage in a relatively narrow range of classrooom activities and become more interested in personal and vocational goals and less interested in the intellectual goals of school as they get older (Goodlad, 1983).

Such studies have received and will continue to receive much publicity. Regretably, the analyses and conclusions rest on relatively small samples of schools. The longitudinal study, High School and Beyond (HS&B), sponsored by the Center for Statistics, is an excellent resource for a systematic examination of the current state of secondary schooling. It is the first national longitudinal sample of students that encompasses the bulk of the high school years, allowing analysis of the dynamics of cognitive growth and social development. Since this data base provides information on administrative practices and policy, on curriculum and requirements, and on student outcomes, a thorough investigation of models of the process of schooling and of causal relationships between school and student characteristics is possible.

A. STUDY RATIONALE AND ISSUES TO BE DISCUSSED

This report is the second of two technical reports produced by Educational Testing Service as part of the Study of Excellence in High Shcool Education. These two studies are: (1) a cross-sectional analysis comparing 1972 high school seniors and their schools with 1980 high school seniors and their schools, and (2) a longitudinal analysis relating growth and development of 1980 high school sophomores to their schooling experience over the period 1980-1982.

The longitudinal study has four major objectives: (1) to document changes in student achievement, attitudes, behaviors and values between the sophomore and senior years in high school, (2) to identify the school-related and student-related variables that affected changes in student outcomes, (3) to understand how these variables and the interaction among them affect the quality of high school education, and (4) to present this information to educational policymakers in a way that will illuminate and assist their decision-making and lead to excellence in high school education. We define excellence in high school education as providing an effective education for the student body being served. Thus, excellence can be defined as an optimum interaction between school variables and student variables. This interaction, in turn, is largely the result of policy decisions. Policy decisions made on the basis of good data, appropriately analyzed, are fundamental for the creation of an excellent educational system.

The basic issues addressed in this report concern the identification of school and student factors that affect student outcomes. The major focus, however, is on those variables that can be changed through educational policy rather than on predetermined school characteristics. The major issues are:

1. How did the American high school student change between the sophomore and senior years?

   - Changes in cognitive achievement.
   - Changes in educational and occupational aspirations.
   - Changes in school-related behaviors.
   - Changes in attitudes and values.

2. What factors accounted for changes in high school student outcomes?

   - Demographic characteristics of students--socioeconomic status, race/ethnicity, etc.
   - Manipulable student variables--attitudes, education and work aspirations, study habits, deportment.
   - Manipulable school variables--course content exposure, teacher quality, school procedures, curriculum offerings, minimum competency requirements, discipline, school climate, etc.
   - Availability of educational support systems in home and community.

3. How did changes in the cognitive achievement and attitudes of high school dropouts differ from those of teenagers who chose to stay in high school?

B. RELEVANCE OF STUDY FINDINGS FOR EDUCATION POLICY AND PRACTICE

In 1983, eight major studies reported on the status of American education (National Commission on Excellence in Education, 1983; Twentieth Century Fund, 1983; Education Commission of the States, Task Force on Education for Economic Growth, 1983; College Entrance Examination Board, 1983; The Carnegie Corporation, 1983; Sizer, 1984; Boyer, 1983; & Goodlad, 1983). These studies sounded a common theme: the American educational system is in trouble. The National Commission report issued the strongest indictment of the system, stating that the average graduate of our schools and colleges today is not as well-educated as "the average graduate of 25 or 35 years ago, when a much smaller proportion of our population completed high school and college" (National Commission, p. 11).

The challenge raised by the national commissions, educators, parents and citizens is to achieve excellence in education. Excellence can mean several related things and can be applied to the individual learner, a school or college, or to the society at large. The search for excellence must not take place at the expense of a commitment to equitable treatment of diverse student populations. In the words of the National Commission on Excellence in Education, "our goal must be to develop the talents of all to their fullest." Therefore, a critical set of analyses in this study will address the broad questions: "What school processes and school-related behaviors are related to cognitive growth?" "Are 'effective' schools equally effective for all students?" and "Do particular school programs impact differentially on different types of students?"

Our research questions and hypotheses, listed in the following section, are designed to identify educational practices that appear to be important for educational excellence. Using the 1980-82 longitudinal data, we can answer a number of specific policy questions. What are the characteristics of high schools that have been especially successful in enhancing the achievement of particular groups of students, such as minorities? Are there particular school and/or non-school conditions that are related to students' decisions to take advanced mathematics and science courses? Do these relationships differ when students are grouped by gender or by race? Does the amount of coursework in specific content areas (e.g., mathematics, science or social studies) lead to greater gains in achievement?

C. RESEARCH QUESTIONS

The following questions will be addressed in the analysis.

1. Descriptive Longitudinal Analysis (Changes in high school students and their schools from their sophomore to senior years--1980 to 1982)

   a. How and how much did students' test scores change during their last two years of high school? Do these changes vary across groups of students, type of school, region, and curriculum? Are these changes consistent across test content areas?

b. How much and how did students' self-reported grades change between their sophomore and senior years? Are these changes consistent across type of student, type of school, region and curriculum?

c. How much and how did students' educational and occupational aspirations change during the last two years in high school? Are these changes consistent across type of student and curriculum?

d. How much and how did students' behaviors, attitudes, and values change between their sophomore and senior years?

e. What kinds of learning and other school experiences did students have during the last two years of high school? How does this vary by type of student, school, region, and curriculum characteristics?

f. How did dropout rates vary by school and by individual characteristics?

2. Relational Longitudinal Analysis

a. How do student demographic variables interact with test score change?

b. How do school processes interact with test score change?

c. How do student behaviors, attitudes and values relate to test score change?

d. What factors relate to changes in student attitudes, behaviors and values?

e. What variables relate to in-school/dropout status of students?

f. How does the decision to drop out of school affect test score change?

D. RELATING THE STUDY TO PAST RESEARCH

For nearly twenty years sociologists of education have focused their research on how the quantity and quality of schooling condition and shape a broad range of cognitive, affective, and behavioral outcomes influencing the educational performance and attainment of students. Initial efforts concentrated on allocating the variance in outcomes between institutional and individual characteristics in an effort to isolate or provide quantitative estimates of the degree to which school resources and facilities had an effect on academic outcomes. Studies with similar research designs and specifications have appeared in several disciplines. Sociologists have concentrated on school climates or context (Alexander & Eckland, 1975, 1977; Alwin & Otto, 1977; Anderson, 1982; Hauser, 1969; Heyns, 1978; Jencks et al., 1972; McDill & Rigsby, 1973) while economists have produced input-output studies or production functions (Brown & Saks, 1975; Cohen & Millman, 1975; Glassman & Biniaminov, 1981; Hanushek, 1979; Murnane, 1980; Summers & Wolfe, 1979). Common to both disciplines, however, is the use of large-scale survey research and the finding that differences between schools had only a modest impact on student achievement, once socioeconomic background and ability were controlled (Bridge et al., 1979; Coleman et al., 1966; Heyns, 1978; Jencks et al., 1972; Mosteller & Moynihan, 1972).

Such studies have been criticized as treating schooling as a "black box" phenomenon. By focusing on the relatively narrow range of institutional variation observed between schools and employing nonexperimental methods to deduce causal factors, analyses of school effects have been severely handicapped in identifying the characteristics of schools that promote student achievement. Moreover, given the dominant role of individual variation in outcomes, school effects research could not address the question of what sorts of schools were best for what sorts of students; studies typically looked only for the uniform impact of specific schools on all students.

In an effort to overcome the deficiencies in such research, recent analyses have adopted diverse strategies. Researchers have tried to identify the salient features of "effective" schools, and have used several techniques to define and isolate effective schools (Brookover et al., 1983; Cohen, 1982; D'Amico, 1982; Edmonds, 1979, 1982; Klitgaard & Hall, 1973; MacKenzie, 1983; Madaus et al., 1980; Murnane, 1980; Odden & Webb, 1983; Wynne, 1981). Particular attention has been devoted to those schools that have been able to raise achievement levels among minority and disadvantaged populations and to those school characteristics that are manipulable by policy change. A common strategy has been to distinguish explicitly the within-school processes from those operating between schools, and to shift from a macro-institutional to a micro-institutional approach. A growing empirical literature exists on the impact of classroom interaction patterns, teachers, principals, tracking, instructional quality, and time on task, as well as numerous descriptive ethnographic and case studies designed to explore and explain the effects of school organization on the processes of teaching and learning that influence student outcomes. A new movement, the school improvement movement, emerged from these research activities.

A different set of issues was raised in 1981 when Coleman and his associates released the first major analysis of the 1980 HS&B data (Coleman et al., 1981). Focusing on the differential impact of school sector, they reported that high school seniors in Catholic high schools in 1980 scored higher than their public school counterparts, after controlling for differences in family background. The researchers attributed the better performance of students in Catholic schools to factors related to the more favorable disciplinary climate and quality of instruction in these schools and used these findings to suggest that public policy should encourage an expanded role for private education in the United States.

Many members of the research community challenged both their methodology and their policy implications. (See for example, Braddock, 1981; Murnane, 1981; Goldberger & Cain, 1982; and Cain & Goldberger, 1983). As a result, nearly all of the reanalyses of the 1980 HS&B data and much of the current analysis of the first-year follow-up data have been directed toward proving or disproving the finding of Coleman and his colleagues that Catholic schools do a better job than private schools (Noell, 1982; Peng et al., 1982; Alexander & Pallas, 1983; Willms, 1983, 1984; and Hoffer, Greeley, & Coleman, 1984). Their original research question, "Do private schools bring about higher achievement in basic cognitive skills for comparable students?" has driven policy debate and fashioned the research agenda for the last four years.

The research questions examined in this report are broader than those examined by Colemen and his associates. By asking which components of the educational process impact on achievement gain, school sector becomes only one of the variables considered. However, because our research question is broadly stated, it is difficult to draw narrow policy conclusions and recommendations. In addition, since large-scale survey research instruments limit the number and type of variables for which data are available, we cannot, like the school effectiveness research, identify specific school policies and practices that have been particularly effective in enhancing student performance. Rather, we must be content with drawing policy implications from those school process variables and school-related behaviors that we found to be important for achievement gain.

E. REPORT OVERVIEW

The remainder of this report is divided into 13 chapters. Chapter 2 describes the tests, questionnaires and other instruments used in the study and the methodology employed to analyze these data. The sample and background and family characteristics of the students are described in Chapter 3. Chapter 4 examines the student body characteristics, resources, and policies and practices of the high schools that the students attended, while Chapter 5 describes the courses that students took during their high school years. Changes in tested achievement, grades, and life skills between the sophomore and senior years are analyzed in Chapter 6, and changes in student attitudes, plans and behaviors during this same period are covered in Chapter 7. Chapter 8 is an analysis of students who dropped out of school before graduation. Chapter 9 examines the determinants of gain at the individual level and the impact that dropping out of high school has on achievement. Chapter 10 uses additional metholodogy to examine the effect of leaving school on gains. A school level analysis of the determinants of gain is presented in Chapter 11. In Chapter 12 a multilevel analysis of school effects is presented using empirical Baysian methods. The final chapter summarizes the results of this longitudinal study, relates these findings to those of the cross-sectional analysis, and presents policy implications.

Chapter 2

INSTRUMENTATION AND METHODOLOGY

This chapter presents a brief description of the test battery and the questionnaires that were analyzed. In addition an outline of the methodology of the descriptive and longitudinal analysis are presented.

A. INSTRUMENTATION

1. 1980 Sophomore Cohort Tests Battery

The basic academic skill tests (Vocabulary, Reading and Mathematics) were retained from the 1972 and 1980 senior cohort batteries with some changes at the item level and in the lengths of the tests, and three short conventional achievement tests were added. These measures were as follows:

- o Science - Twenty items measuring knowledge of general science, biology, chemistry, physics, and the scientific method. Each multiple choice item has a stem and five options. Time--10 minutes
- o Writing - Seventeen multiple choice items testing use of capitalization and punctuation, form, and style concerns. Each item has four options. Time--10 minutes
- o Civics Education - Ten multiple choice items covering graph reading (1), American history (2), American government (3), and miscellaneous current issues requiring inferential reasoning (4). Each item has four options. Time--5 minutes

The number of items in the 1980 sophomore cohort test battery and the time allowed are as follows:

Vocabulary	21 items	7 minutes
Reading	20 items	15 minutes
Mathematics		
Part 1	28 items	16 minutes
Part 2	10 items	5 minutes
Science	20 items	10 minutes
Writing	17 items	10 minutes
Civics Education	10 items	5 minutes
	Total time --	68 minutes

The 1982 senior cohort battery was simply a reprinting of the 1980 Sophomore Test Battery, with changes only on the cover. A more complete discussion of the development of the tests along with their accompanying psychometric data may be found in Rock et al. (1985a).

2. Questionnaire Instrumentation

The High School and Beyond base year sophomore cohort sample received a sophomore base year student questionnaire in the spring of 1980. Two years later (spring 1982) those sophomores who were still in school received a followup student questionnaire. Those individuals who dropped out before the spring of 1982 received a dropout questionnaire. School administrators in each sample school received a school questionnaire in 1980 and in 1982.

The base year and follow-up questionnaire for the in-school students showed many common items enabling one to examine changes in attitudes and behaviors over the two-year span. In addition to the common items certain items were unique to the base year questionnaire while others only appeared in the senior questionnaire.

General areas that were covered in the base year and follow-up student questionnaires included:

- Demographics - age, sex, race, socioeconomic status (SES), region of the country, community type, number of siblings, and household structure.
- Home educational support system - parents' education and occupation, number of study aids in the home, parents' involvement and role in student's education, mother's educational aspiration for offspring, and mothers working.
- Student school behaviors and attitudes - grades and honors, taken and passed minimum competency tests, amount of homework, participation in school extracurricular activities, courses taken, attendance, deportment, absenteeism, educational aspirations, perception of performance, teacher interest, disciplinary practices and academic emphasis.
- Student attitudes toward self and society - self-esteem, locus of control, perception of women's roles, and importance of selected societal values.
- Other student behaviors - amount of TV watching, employment, non-school learning experiences, participation in community youth groups, church groups, outside reading, and self-perception of knowledge in various life skills areas.

The dropout questionnaire covered many of the above areas with the exception of most of the school behaviors and school-related attitudes present in the senior questionnaire. Specific areas that were unique to the dropout questionnaire included: (1) reasons for leaving school, (2) present work/training activities, (3) when the dropout left high school, and (4) whether the decision to leave school was a good one.

The school questionnaire included the following areas:

- School characteristics - school type, entrance requirements, e.g., use of a test, school SES, school size, racial/ethnic composition of student and teachers, student absenteeism and dropout rate, percent of students with special educational needs, and percent of students who are college-bound.
- School resources - staff resources include student/teacher ratios, percent of teachers with advanced degrees, and teacher turnover rate. Curriculum resources include the number of courses offered, availability of remediation and special programs. Other resources are length of school year, and per pupil expenditures.
- School policies and practices - use of ability grouping, use of minimum competency tests, college preparatory requirements.
- School climate - school goals, extent of disciplinary problems, number of disciplinary rules, percent of teachers who are strict/permissive.

3. Transcripts

In addition to the information from both the student and school questionnaires, approximately 15,500 grade transcripts were obtained. The courses were listed by Carnegie units along with grades.

B. METHODOLOGY

This section describes the methodology for the longitudinal comparisons at both the descriptive and relational level. The descriptive analysis not only documents changes in student achievement, background, behavior and attitude and in their schools, but it also provides for the identification of critical process variables for use in the longitudinal relational analysis.

The classification variables and subcategories used in this analysis are shown below. The classification variables are defined in Appendix A.

1. Sex--male and female;
2. Socioeconomic level--high, middle, and low;
3. Race/Ethnicity--White, Black, Asian-American, American Indian, Mexican American, Puerto Rican, and Other Hispanics;

4. Type of School--Public, private, and catholic;

5. Geographic Regions--Northeast, North-Central, South, and West;

6. Curriculum Type--Academic, general, and vocational; and

7. Community Type--Urban, suburban/small city, and rural.

For each continuous outcome variable, we provide an introductory descriptive analysis table showing the 1980 mean and standard deviation for that variable, for sophomores who stayed in school and sophomores who dropped out by each of the first seven classification variables. We also present tables of 1980-1982 mean gains (losses) for selected outcomes for the stayers and dropouts separately by the seven classification variables. For categorical outcome variables the tables show the percentage choosing each option. For some outcome variables, we provide additional descriptive analyses showing 1980-1982 changes categorized in three-way tables which include sex by curriculum, socioeconomic status by race, socioeconomic status by school type, socioeconomic status by geographic region, socioeconomic status by curriculum, and socioeconomic status by community type.

An asterisk on a number in the column "1982-1980 difference" indicates that the difference between means is statistically significant at the .05 level or less (2-tailed test). The standard errors used in the statistical tests of difference between tabled means used the panel design effect correction (deft) of 1.80. This correction was based on the average of the panel design defts across subgroups. The deft used in the statistical tests of proportions was 1.30. The deft used in the statistical tests in the regression analysis was 2.0. This deft can be considered quite conservative since there is evidence in the sampling literature that the standard errors in regression analysis may not need correction. Since many of the policy statements in Chapter 13 lean heavily on the regression results of Chapter 9, it was felt that it would be best to err on the conservative side.

The column labeled "effect size" is the difference between means divided by the pooled standard deviation. The one exception to this approach is that when comparing 1980-1982 test score change the pretest standard deviation is used rather than the pooled standard deviation. This measure of effect size is scaled in terms of standard deviation units, and since it is independent of sample size, it allows one to make rough comparisons of the relative magnitude of changes across populations and/or in outcome variables having different metrics. Limitations to the validity of this type of comparison when comparing gains across different groups who have been subjected to different educational treatments are discussed in the test gain chapter.

What can one say about whether an effect size is small, moderate, or large? Cohen (1969) suggests that comparisons of treatments in the social sciences frequently yield effect sizes of .20 and below while very few ever yield effect sizes as large as .80 and above. Similarly, Smith and Glass (1977) report average effect sizes of .68 in treatment-control comparisons. It should be pointed out here that these notions about what is a small, moderate, or large effect are for the most part gathered from empirical data where the comparison is between a group receiving a formal intervention and a nontreated control group, or alternatively a group receiving what is believed to be an inferior treatment.

Considering the context of the 1980-1982 comparison of gains (losses), the following categories of effect sizes will be used in succeeding interpretations. A statistically significant effect between 10% and 20% of a pooled standard deviation will be considered a small but practically significant effect. Effect sizes of 21% to 50% of a standard deviation will be considered to be moderate-sized effects while 51% of a standard deviation and larger will be considered large effects.

1. Descriptive Analysis

The descriptive analysis is targeted toward answering four major questions:

a. What were the demographic characteristics of the 1980 sophomore cohort, and how did students who stayed in school differ from those who dropped out?

In Chapter 3 we describe the 1980 base year sophomore cohort and 1982 senior samples and compare those who dropped out with those who stayed in school. We show changes in the percentage of males and females, the percentage of students in each racial/ethnic category, the percentage of students enrolled in different curricula, the socioeconomic background of students, and the community type and region of the country in which they reside.

b. What were the policies, practices, and school climates that prevailed from 1980-1982?

Analysis including descriptors of student body characteristics, which includes absenteeism, dropout rates, percentage of college-bound students, staff characteristics, school standards, and climates and students' evaluations of their school experiences are presented by selected classification variables in Chapter 4.

c. How much did tested achievement, school grades, and actual life skills change between 1980-1982?

In Chapter 6, summary statistics for the mean test score changes are presented in IRT scaled units, which are on the same scale as the original tests, and in effect size scaled units for dropouts and school stayers. (The IRT scaling is explained in Rock et al., 1985a.) Also included are changes in variances (standard deviations) over time. These variance changes could hint at changes in the educational process and/or possible shifts in those populations that achieve the senior year in school. A decrease in variances might indicate an increased allocation of resources to programs intended to bring up the lower achieving students. Information on self-reported grades and life skill outcomes are also included.

d. How much did behaviors, attitudes, etc., change for various groups of students and schools?

Changes in homework, extracurricular activities, attitudes toward school, educational and occupational aspirations, self-esteem, and life/work goals are presented in Chapter 7 using the seven major classification variables. When the dependent variables are on a quantitative scale, means and standard deviations are presented. Scaled effect sizes are presented where there is a comparison of two means. When the data is nominal, tables show cell, row, and column marginal percentages and frequencies.

2. Relational Analysis

The relational analysis is primarily concerned with answering two broad questions.

The first question deals with the identification of the determinants of change in individual achievement, personal development, and plans for the future. The second question has to do with the estimation of the net effects of two years of schooling on these outcomes. This latter question involves a comparison of individuals who continued in school from their sophomore to senior years with a group of individuals who dropped out in their sophomore year. Since motivation to learn is both unmeasured (at least directly) and confounded with treatment, it would appear that this estimate of the effect of two years of schooling may be an upper-bound estimate.

We will deal with the determinants of change first. We used the following general approaches to the problem of identifying the determinants of change. At the individual level potential determinants of change were evaluated using a modified path analysis approach. Path models were run separately for sex and racial/ethnic groups in order to identify which educational process and/or home-background variables appeared to work differently for subgroups. A "value-added" analysis was run comparing school "stayers" with school dropouts in order to estimate the impact of schooling on changes in achievement. The relative robustness of the "value-added" analysis was evaluated using an alternative methodology that incorporated both matching and covariance procedures.

At the school level a block regression analysis was carried out in order to estimate the unique contributions of the school process block on change in tested achievement. Once having partitioned the change variance by blocks, the next step was to identify the important variables within each block. Correlation between individual variables and the covariate composite (structure coefficients) were estimated to provide information on the importance of individual variables.

An additional school level analysis was carried out to explain between-school differences with respect to within-school regressions of individual outputs on inputs (e.g., mathematics achievement as a senior regressed on science achievement as a sophomore) from school descriptive characteristics. The school variables included school aggregate scores as well as other types of descriptors. Empirical Bayes procedures were used to arrive at stable within-school regression estimates.

Chapter 3

THE SAMPLE AND STUDENT BACKGROUND CHARACTERISTICS

This chapter describes the 1980 sophomore cohort sample and background characteristics.

A. THE SAMPLE

The 1980 High School and Beyond sophomore base year sample consisted of a highly stratified national probability sample of over 1100 secondary schools as the first stage units of selection. In the second stage, 36 sophomores were selected per school (in schools with fewer than 36, all eligible students were included). Several strata were included in the sample with probabilities higher then their occurrence in the population to allow for study of certain types of schools or students. These over-sampled strata included:

- Hispanics, with probabilities of selection to ensure a sufficient number of Cuban, Puerto Rican, and Mexican students for separate analysis.
- Catholic schools with high proportions of Black students.
- Public alternative schools.
- Private schools with high-achieving students.

The first two columns of Table 3-1 present the sample numbers and weighted numbers for the base year sophomore cohort, not including those that later transferred to other schools or became "early graduates." The next four columns further partition this population into that part that stayed in school and that part that dropped out. The last four columns partition the total surveyed first year follow-up of the base year sophomores into seniors in school and dropouts. These numbers do not include transfers or early graduates. These populations are somewhat larger than those numbers shown in columns one through six since the response rate was higher for the 1982 survey. In addition to the total numbers the sample sizes are also shown for selected demographic sub-populations.

Table 3-2 shows the same partitions as Table 3-1, in terms of percentages. A comparison of the percentages based on sample numbers with those based on the weighted numbers (for all sophomores) indicates the relative over-sampling of Hispanics and Catholic schools. A comparison of the demographics of sophomores that stayed in school, not including transfers with 1982 seniors also not including transfers, shows much the same pattern of percentages with the exception of curriculum type. This discrepancy is probably due to differences in the points of time at which the information on curriculum was collected.

Table 3-1

NUMBER OF CASES BY COHORT GROUPS

	ALL SOPHOMORES		SOPHOMORES WHO STAYED IN SCHOOL		SOPHOMORES WHO DROPPED OUT		1982 SENIORS		1982 DROPOUTS	
	SAMPLE N	WEIGHTED N	SAMPLE N	WEIGHTED N	SAMPLE N	WEIGHTED N	SAMPLE N	WEIGHTED N	SAMPLE N	WEIGHTED N
TOTAL	25228	3317330	22807	2801849	2421	515481	24017	2774417	2289	515481
SEX:										
MALE	12512	1674776	11250	1398359	1262	276417	11898	1388709	1188	276417
FEMALE	12716	1642554	11557	1403490	1159	239064	12119	1385707	1101	239064
NO DATA	0	0	0	0	0	0	0	0	0	0
SES:										
LOW	6128	787575	5150	594118	978	193457	4953	532141	882	130907
MIDDLE	11827	1590559	10893	1383989	934	206570	10546	1256729	835	142342
HIGH	6173	791580	5928	730133	245	61447	5706	658567	204	41980
NO DATA	1100	147616	836	93608	264	54008	2812	326980	368	200251
RACE:										
WHITE	17945	2532645	16524	2182554	1421	350091	17216	2150750	1331	345933
BLACK	3420	436196	2996	352989	424	83207	3189	346437	410	82122
ASIAN-AMERICAN	329	34738	311	32240	18	2497	348	35950	13	1419
AMERICAN INDIAN	260	33855	202	24460	58	9395	215	24741	50	14828
MEXICAN-AMERICAN	1922	145500	1636	109282	286	36218	1757	108982	292	38910
PUERTO RICAN	335	36406	263	25104	72	11302	304	26421	78	13711
OTHER HISPANIC	921	85683	801	67525	120	18158	893	70878	112	17949
NO DATA	96	12307	74	7695	22	4612	95	10257	3	609
SCHOOL TYPE:										
PUBLIC	22136	3022283	19809	2528444	2327	493840	20913	2496223	2204	497183
PRIVATE	724	92637	694	78935	30	13702	762	81637	30	13051
CATHOLIC	2368	202409	2304	194470	64	7939	2342	196557	55	5247
NO DATA	0	0	0	0	0	0	0	0	0	0
GEOGRAPHIC REGION:										
NORTHEAST	5443	723707	5041	638538	402	85169	5558	666271	406	97006
NORTH CENTRAL	7332	949103	6744	825377	588	123726	6976	805400	559	126824
SOUTH	8021	1102719	7054	895609	967	207109	7235	859362	886	184285
WEST	4432	541802	3968	442325	464	99477	4248	443383	438	107366
NO DATA	0	0	0	0	0	0	0	0	0	0
CURRICULUM:										
GENERAL	11093	1493878	9814	1217051	1279	276827	7927	916263	1138	189812
ACADEMIC	8589	1056742	8298	992325	291	64417	9629	1084730	247	42848
VOCATIONAL	4998	695135	4259	542724	739	152411	6301	755703	659	100712
NO DATA	548	71575	436	49749	112	21826	160	17721	245	182110
COMMUNITY TYPE:										
URBAN	5436	678697	4723	534939	713	143759	5139	544344	681	156133
SUBURBAN	12395	1579153	11408	1365005	987	214148	11985	1359508	917	212306
RURAL	7397	1059480	6676	901905	721	157575	6893	870565	691	147042
NO DATA	0	0	0	0	0	0	0	0	0	0

Table 3-2

PERCENTAGE OF CASES BY DEMOGRAPHICS AND COHORT GROUPS

	ALL SOPHOMORES		SOPHOMORES WHO STAYED IN SCHOOL		SOPHOMORES WHO DROPPED OUT		1982 SENIORS		1982 DROPOUTS	
	SAMPLE N	WEIGHTED N	SAMPLE N	WEIGHTED N	SAMPLE N	WEIGHTED N	SAMPLE N	WEIGHTED N	SAMPLE N	WEIGHTED N
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
SEX:										
MALE	49.6	50.5	49.3	49.9	52.1	53.6	49.5	50.1	51.9	53.6
FEMALE	50.4	49.5	50.7	50.1	47.9	46.4	50.5	49.9	48.1	46.4
NO DATA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SES:										
LOW	24.3	23.7	22.6	21.2	40.4	37.5	20.6	19.2	38.5	25.4
MIDDLE	46.9	47.9	47.8	49.4	38.6	40.1	43.9	45.3	36.5	27.6
HIGH	24.5	23.9	26.0	26.1	10.1	11.9	23.8	23.7	8.9	8.1
NO DATA	4.4	4.4	3.7	3.3	10.9	10.5	11.7	11.8	16.1	38.8
RACE:										
WHITE	71.1	76.3	72.5	77.9	58.7	67.9	71.7	77.5	58.1	67.1
BLACK	13.6	13.1	13.1	12.6	17.5	16.1	13.3	12.5	17.9	15.9
ASIAN-AMERICAN	1.3	1.0	1.4	1.2	0.7	0.5	1.4	1.3	0.6	0.3
AMERICAN INDIAN	1.0	1.0	0.9	0.9	2.4	1.8	0.9	0.9	2.2	2.9
MEXICAN-AMERICAN	7.6	4.4	7.2	3.9	11.8	7.0	7.3	3.9	12.8	7.5
PUERTO RICAN	1.3	1.1	1.2	0.9	3.0	2.2	1.3	1.0	3.4	2.7
OTHER HISPANIC	3.7	2.6	3.5	2.4	5.0	3.5	3.7	2.6	4.9	3.5
NO DATA	0.4	0.4	0.3	0.3	0.9	0.9	0.4	0.4	0.1	0.1
SCHOOL TYPE:										
PUBLIC	87.7	91.1	86.9	90.2	96.1	95.8	87.1	90.0	96.3	96.5
PRIVATE	2.9	2.8	3.0	2.8	1.2	2.7	3.2	2.9	1.3	2.5
CATHOLIC	9.4	6.1	10.1	6.9	2.6	1.5	9.8	7.1	2.4	1.0
NO DATA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
GEOGRAPHIC REGION:										
NORTHEAST	21.6	21.8	22.1	22.8	16.6	16.5	23.1	24.0	17.7	18.8
NORTH CENTRAL	29.1	28.6	29.6	29.5	24.3	24.0	29.0	29.0	24.4	24.6
SOUTH	31.8	33.2	30.9	32.0	39.9	40.2	30.1	31.0	38.7	35.8
WEST	17.6	16.3	17.4	15.8	19.2	19.3	17.7	16.0	19.1	20.8
NO DATA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
CURRICULUM:										
GENERAL	44.0	45.0	43.0	43.4	52.8	53.7	33.0	33.0	49.7	36.8
ACADEMIC	34.0	31.9	36.4	35.4	12.0	12.5	40.1	39.1	10.8	8.3
VOCATIONAL	19.8	21.0	18.7	19.4	30.5	29.6	26.2	27.2	28.8	19.5
NO DATA	2.2	2.2	1.9	1.8	4.6	4.2	0.7	0.6	10.7	35.3
COMMUNITY TYPE:										
URBAN	21.5	20.5	20.7	19.1	29.5	27.9	21.4	19.6	29.8	30.3
SUBURBAN	49.1	47.6	50.0	48.7	40.8	41.5	49.9	49.0	40.1	41.2
RURAL	29.3	31.9	29.3	32.2	29.8	30.6	28.7	31.4	30.2	28.5
NO DATA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Table 3-3 shows the number of cases in the panel data base. This population includes only those individuals who remained in the same school and were surveyed as both sophomores and seniors. Table 3-4 shows the parallel breakouts in terms of percentages. What is of interest here is how similar the panel demographics are to the parallel non-panel data. Inspection of the corresponding "all sophomore" columns in Tables 3-2 and 3-4 shows that there is little difference in the demographic makeup of the panel and non-panel sample. The only difference (albeit slight) is in the percent of "no data" responses to the race question. The panel data resolved the Hispanic racial classification by classifying students as Hispanic if they responded as Hispanics in the base year or they were "nonresponses" and then subsequently reported themselves as Hispanic or as being Black and Hispanic as seniors. A more detailed description of the ethnic group definitions is presented in Appendix B.

Inspection of Table 3-4, the panel data in terms of percentages, suggests that the "dropouts" tend to be overrepresented by individuals who may be characterized by one or more of the following demographics--lower socioeconomic class, Black or Hispanic, attend public schools in urban areas in the South or West, and report being in the general or vocational curriculum. There are proportionately fewer dropouts in the Catholic schools than either the public or the private, non-Catholic schools. Among the larger ethnic groups there seems to be a proportionately greater number of Hispanic students dropping out than either Black or White students.

To summarize, it is estimated that there were about 3.8 million sophomores enrolled in United States schools in spring 1980. This study is based on the 2.8 million who remained in the same school through spring 1982 and the 0.5 million who dropped out of school by spring 1982. It does not include the approximately 0.5 million 1980 sophomores who either transferred to another school between those two dates or who graduated early.

B. STUDENT BACKGROUND AND FAMILY INFLUENCES

This section contains information about the students' background and family. It covers students' age, limiting physical conditions, years lived in the United States, early learning experiences, frequency of changing schools, being kept back in school, and integration in schools before entering high school. It also covers household structure, number of siblings, years that parents lived in the United States, parental occupation and education, maternal employment, parental monitoring of student's educational progress, parental involvement in the schools, and the availability of non-school learning and study aids in the home.

In the tables in this and succeeding chapters, the sample sizes vary due to differential response rates for the various questionnaire items.

Table 3-3

NUMBER OF CASES IN LONGITUDINAL SAMPLE

	1980 SOPHOMORES		1982 SENIORS		1982 DROPOUTS	
	SAMPLE N	WEIGHTED N	SAMPLE N	WEIGHTED N	SAMPLE N	WEIGHTED N
TOTAL	24139	3334056	21991	2818575	2148	515481
SEX:						
MALE	11897	1683212	10785	1406795	1112	276417
FEMALE	12242	1650844	11206	1411780	1036	239064
NO DATA	0	0	0	0	0	0
SES:						
LOW	5835	790686	4953	594897	882	195790
MIDDLE	11381	1607951	10546	1399792	835	208159
HIGH	5910	792008	5706	731768	204	60239
NO DATA	1013	143411	786	92118	227	51293
RACE:						
WHITE	17256	2554881	15984	2199253	1272	355628
BLACK	3254	439438	2876	356024	378	83414
ASIAN-AMERICAN	313	34752	300	32761	13	1991
AMERICAN INDIAN	239	33365	194	24725	45	8640
MEXICAN-AMERICAN	1841	145308	1576	109050	265	36258
PUERTO RICAN	317	36322	249	24802	68	11519
OTHER HISPANIC	880	85541	775	67888	105	17653
NO DATA	39	4450	37	4071	2	379
SCHOOL TYPE:						
PUBLIC	21129	3035506	19064	2542996	2065	492510
PRIVATE	705	95091	676	79846	29	15245
CATHOLIC	2305	203459	2251	195733	54	7726
NO DATA	0	0	0	0	0	0
GEOGRAPHIC REGION:						
NORTHEAST	5231	729384	4864	641514	367	87871
NORTH CENTRAL	7047	959734	6518	834584	529	125150
SOUTH	7678	1108458	6831	905073	847	203385
WEST	4183	536479	3778	437404	405	99075
NO DATA	0	0	0	0	0	0
CURRICULUM:						
GENERAL	8496	1236425	7208	927308	1288	309117
ACADEMIC	9159	1161037	9000	1120697	159	40340
VOCATIONAL	6304	910931	5647	754006	657	156925
NO DATA	180	25662	136	16563	44	9099
COMMUNITY TYPE:						
URBAN	5145	673361	4529	535046	616	138315
SUBURBAN	11825	1578992	10958	1367598	867	211394
RURAL	7169	1081703	6504	915931	665	165772
NO DATA	0	0	0	0	0	0

Table 3-4

PERCENTAGES OF CASES IN LONGITUDINAL SAMPLE

	1980 SOPHOMORES		1982 SENIORS		1982 DROPOUTS	
	SAMPLE N	WEIGHTED N	SAMPLE N	WEIGHTED N	SAMPLE N	WEIGHTED N
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0
SEX:						
MALE	49.3	50.5	49.0	49.9	51.8	53.6
FEMALE	50.7	49.5	51.0	50.1	48.2	46.4
NO DATA	0.0	0.0	0.0	0.0	0.0	0.0
SES:						
LOW	24.2	23.7	22.5	21.1	41.1	38.0
MIDDLE	47.1	48.2	48.0	49.7	38.9	40.4
HIGH	24.5	23.8	25.9	26.0	9.5	11.7
NO DATA	4.2	4.3	3.6	3.3	10.6	10.0
RACE:						
WHITE	71.5	76.6	72.7	78.0	59.2	69.0
BLACK	13.5	13.2	13.1	12.6	17.6	16.2
ASIAN-AMERICAN	1.3	1.0	1.4	1.2	0.6	0.4
AMERICAN INDIAN	1.0	1.0	0.9	0.9	2.1	1.7
MEXICAN-AMERICAN	7.6	4.4	7.2	3.9	12.3	7.0
PUERTO RICAN	1.3	1.1	1.1	0.9	3.2	2.2
OTHER HISPANIC	3.6	2.6	3.5	2.4	4.9	3.4
NO DATA	0.2	0.1	0.2	0.1	0.1	0.1
SCHOOL TYPE:						
PUBLIC	87.5	91.0	86.7	90.2	96.1	95.5
PRIVATE	2.9	2.9	3.1	2.8	1.4	3.0
CATHOLIC	9.5	6.1	10.2	6.9	2.5	1.5
NO DATA	0.0	0.0	0.0	0.0	0.0	0.0
GEOGRAPHIC REGION:						
NORTHEAST	21.7	21.9	22.1	22.8	17.1	17.0
NORTH CENTRAL	29.2	28.8	29.6	29.6	24.6	24.3
SOUTH	31.8	33.2	31.1	32.1	39.4	39.5
WEST	17.3	16.1	17.2	15.5	18.9	19.2
NO DATA	0.0	0.0	0.0	0.0	0.0	0.0
CURRICULUM:						
GENERAL	43.8	45.0	42.9	43.3	53.0	53.9
ACADEMIC	34.3	31.9	36.6	35.5	11.5	12.2
VOCATIONAL	19.7	20.9	18.6	19.4	30.7	29.4
NO DATA	2.1	2.2	1.9	1.7	4.8	4.5
COMMUNITY TYPE:						
URBAN	21.3	20.2	20.6	19.0	28.7	26.8
SUBURBAN	49.0	47.4	49.8	48.5	40.4	41.0
RURAL	29.7	32.4	29.6	32.5	31.0	32.2
NO DATA	0.0	0.0	0.0	0.0	0.0	0.0

1. Age

As can be seen in Table 3-5, the average age of the sophomores in 1980 was 15.56 years. Sophomores who stayed in school until the senior follow-up were slightly younger (15.50), while sophomores who later became dropouts were significantly older (15.95). Females were somewhat younger than males, low SES students and minorities tended to be somewhat older than middle and high SES students and Whites.

2. Limiting Physical Conditions

The students were asked if they had a physical condition that limits work on a job or chances for more education. In 1980, 8.3 percent of the sophomores indicated that this was the case. There was a significant difference (see Table 3-6) between sophomores who stayed in school (7.6 percent replied yes) and those who became dropouts (12.4 percent replied yes). Public schools had more students with physical limitations than did private and Catholic schools. This question was repeated in 1982 (see Table 3-7). At that time 8.1 percent of the seniors reported having a limiting condition. This is a small but statistically significant increase in the occurrence of physical limitations among these students between their sophomore and senior years. The increase was significant for high SES students, Whites, and academic curriculum students.

3. Years in the United States

The students were asked in 1980 how much of their lives they had spent in the United States. The results are shown in Table 3-8. The scale ranges from 1 = 1 to 5 years to 4 = all or almost all of my life. As can be seen, the typical student spent most of her/his life in the United States. However, sophomores who later became dropouts had spent less of their lives in the United States than sophomores who remained in school. Asian-American students had, on the average, spent less time in the United States than any other racial/ethnic group.

4. Early Learning

Two questions were asked about early learning opportunities: (1) if someone at home read to the student as a preschooler, and (2) whether or not the student attended kindergarten.

The responses to the question about being read to are summarized in Table 3-9. The scale ranges from 1 = never to 5 = every day. The mean of 3.80 indicates that the typical sophomore was read to as a preschooler three or four times a month (or about once a week). Students who later became dropouts reported being read to less often than students who remained in school. High SES students, females, Whites, private school students, and students in the academic curriculum reported being read to more often as preschoolers than did other students.

Table 3-5

AGE

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP				DROPOUTS MINUS STAYERS	EFFECT SIZE
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.		
TOTAL	23463	3087	15.56	0.7	21346	2630	15.50	0.6	2117	457	15.95	0.9	0.45*	0.71
SEX:														
MALE	11407	1529	15.64	0.7	10342	1291	15.56	0.6	1065	238	16.05	0.9	0.49*	0.73
FEMALE	12056	1559	15.49	0.6	11004	1339	15.43	0.6	1052	220	15.84	0.8	0.41*	0.68
SES:														
LOW	5606	719	15.70	0.8	4721	542	15.60	0.7	885	177	16.03	0.9	0.44*	0.60
MIDDLE	11227	1516	15.53	0.6	10375	1324	15.48	0.6	852	192	15.85	0.8	0.37*	0.62
HIGH	5923	760	15.47	0.6	5695	702	15.43	0.5	228	58	15.97	0.8	0.53*	0.95
RACE:														
WHITE	17064	2410	15.52	0.6	15767	2086	15.47	0.6	1297	324	15.86	0.8	0.39*	0.67
BLACK	2957	374	15.71	0.8	2617	307	15.60	0.8	340	66	16.22	0.9	0.62*	0.80
ASIAN-AMERICAN	316	33	15.66	1.0	299	31	15.60	0.9	17	2	16.47	1.5	0.86	0.94
AMERICAN INDIAN	237	31	15.83	0.8	187	23	15.65	0.7	50	8	16.32	1.0	0.67*	0.86
MEXICAN-AMERICAN	1695	125	15.73	0.8	1459	95	15.63	0.7	236	30	16.06	1.0	0.43*	0.55
PUERTO RICAN	297	32	15.68	0.9	235	22	15.46	0.7	62	10	16.19	0.9	0.72*	0.94
OTHER HISPANIC	833	76	15.64	0.7	727	60	15.56	0.6	106	16	15.94	0.8	0.37*	0.56
SCHOOL TYPE:														
PUBLIC	20507	2801	15.58	0.7	18475	2365	15.51	0.6	2032	436	15.95	0.9	0.44*	0.68
PRIVATE	703	89	15.51	0.6	674	76	15.41	0.6	29	13	16.04	0.8	0.63	1.08
CATHOLIC	2253	197	15.38	0.5	2197	189	15.37	0.5	56	8	15.85	0.8	0.49*	0.94
GEOGRAPHIC REGION:														
NORTHEAST	5207	691	15.50	0.7	4848	615	15.43	0.6	359	77	16.07	1.0	0.64*	1.05
NORTH CENTRAL	6751	880	15.56	0.6	6251	773	15.52	0.6	500	108	15.87	0.8	0.35*	0.57
SOUTH	7280	997	15.63	0.7	6437	815	15.54	0.7	843	181	16.03	0.9	0.49*	0.71
WEST	4225	519	15.53	0.7	3810	427	15.47	0.6	415	92	15.80	0.8	0.33*	0.52
CURRICULUM:														
GENERAL	10316	1388	15.59	0.7	9166	1139	15.52	0.6	1150	249	15.90	0.8	0.37*	0.58
ACADEMIC	8244	1018	15.44	0.6	7977	958	15.41	0.5	267	61	15.85	0.8	0.44*	0.80
VOCATIONAL	4446	621	15.69	0.8	3836	491	15.59	0.7	610	130	16.07	0.9	0.48*	0.67
COMMUNITY TYPE:														
URBAN	4919	616	15.62	0.7	4320	492	15.52	0.6	599	123	15.99	0.9	0.47*	0.68
SUBURBAN	11596	1473	15.52	0.6	10722	1282	15.46	0.6	874	190	15.89	0.8	0.43*	0.70
RURAL	6948	999	15.60	0.7	6304	855	15.53	0.6	644	144	15.99	0.8	0.46*	0.71

NOTE: WEIGHTED N IS IN THOUSANDS

Table 3-6

DO YOU HAVE A PHYSICAL CONDITION THAT LIMITS WORK ON A JOB OR CHANCES FOR MORE EDUCATION? (PERCENT YES)

ALL SOPHOMORES-1980

	ALL SOPHOMORES			SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP			SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP			
	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	DROPOUTS MINUS STAYERS
TOTAL	23422	3091	8.3	21297	2631	7.6	2125	460	12.4	4.8*
SEX:										
MALE	11410	1534	9.4	10325	1293	8.4	1085	241	14.3	5.9*
FEMALE	12012	1556	7.2	10972	1338	6.7	1040	218	10.2	3.5*
SES:										
LOW	5636	727	11.5	4746	549	10.6	890	178	14.3	3.7*
MIDDLE	11161	1510	7.2	10307	1317	6.9	854	193	9.6	2.7
HIGH	5912	759	6.4	5683	701	5.7	229	58	14.3	8.5*
RACE:										
WHITE	16967	2398	7.0	15681	2077	6.4	1286	321	11.1	4.7*
BLACK	3019	385	12.4	2662	315	11.9	357	69	14.4	2.4
ASIAN-AMERICAN	311	33	12.2	294	31	12.9	17	2	2.8	-10.1
AMERICAN INDIAN	228	30	15.3	180	22	15.8	48	8	13.7	-2.1
MEXICAN-AMERICAN	1693	128	11.1	1455	97	10.5	238	31	12.8	2.3
PUERTO RICAN	306	33	18.4	242	23	14.6	64	10	26.9	12.3
OTHER HISPANIC	839	77	13.6	733	61	11.6	106	16	21.5	9.9
SCHOOL TYPE:										
PUBLIC	20505	2808	8.6	18463	2369	7.8	2042	439	12.7	4.8*
PRIVATE	688	88	5.7	660	75	5.1	28	13	8.9	3.7
CATHOLIC	2229	195	4.9	2174	187	5.0	55	7	0.5	-4.5
GEOGRAPHIC REGION:										
NORTHEAST	5206	692	7.3	4839	615	6.4	367	78	14.8	8.4*
NORTH CENTRAL	6683	871	7.8	6186	764	7.4	497	107	10.7	3.3
SOUTH	7359	1014	8.9	6502	830	8.5	857	184	10.9	2.4
WEST	4174	513	9.1	3770	423	7.8	404	91	15.2	7.4*
CURRICULUM:										
GENERAL	10261	1386	8.1	9114	1136	7.6	1147	251	10.4	2.9*
ACADEMIC	8210	1014	5.6	7947	955	5.3	263	59	10.7	5.3*
VOCATIONAL	4508	632	12.2	3877	499	11.3	631	133	15.9	4.7*
COMMUNITY TYPE:										
URBAN	4895	616	9.2	4285	491	7.8	610	125	14.7	6.9*
SUBURBAN	11590	1476	7.5	10719	1285	6.9	871	191	11.4	4.5*
RURAL	6937	998	8.9	6293	854	8.5	644	144	11.6	3.2

NOTE: WEIGHTED N IS IN THOUSANDS

Table 3-7

DO YOU HAVE A PHYSICAL CONDITION THAT LIMITS WORK ON A JOB OR CHANCES FOR MORE EDUCATION? (PERCENT YES)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	18364	2371933	7.3	8.1	0.7*
SEX:					
MALE	8687	1143067	8.1	9.0	0.8
FEMALE	9677	1228866	6.6	7.2	0.6
SES:					
LOW	3865	468984	10.2	10.3	0.2
MIDDLE	9010	1201920	6.8	7.5	0.7
HIGH	5068	650867	5.7	7.3	1.5*
RACE:					
WHITE	13998	1928628	6.4	7.4	1.1*
BLACK	2034	246098	11.7	11.6	-0.1
ASIAN-AMERICAN	247	26754	12.9	10.2	-2.7
AMERICAN INDIAN	138	17792	14.3	11.0	-3.3
MEXICAN-AMERICAN	1095	76794	10.6	9.2	-1.4
PUERTO RICAN	200	19161	10.9	10.7	-0.2
OTHER HISPANIC	630	54084	10.1	10.2	0.1
SCHOOL TYPE:					
PUBLIC	15793	2129043	7.6	8.3	0.7
PRIVATE	606	70179	4.7	7.6	3.0
CATHOLIC	1965	172711	5.2	5.8	0.6
GEOGRAPHIC REGION:					
NORTHEAST	4409	583155	6.3	7.2	0.9
NORTH CENTRAL	5540	718584	7.4	8.0	0.6
SOUTH	5265	695544	8.0	9.1	1.2
WEST	3150	374650	7.6	7.5	-0.0
CURRICULUM:					
GENERAL	5880	766160	8.3	9.3	1.1
ACADEMIC	7915	987466	5.2	6.7	1.5*
VOCATIONAL	4476	606358	9.5	8.7	-0.7
COMMUNITY TYPE:					
URBAN	3564	426395	7.3	7.7	0.4
SUBURBAN	9281	1154172	6.7	7.6	0.9
RURAL	5519	791365	8.3	9.0	0.7

Table 3-8

HOW MUCH OF YOUR LIFE HAVE YOU SPENT IN THE UNITED STATES?
(1=1 TO 5 YEARS; 4=ALL OR ALMOST ALL)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	24889	3271	3.90	0.4	22553	2773	3.91	0.4	2336	498	3.86	0.5	-0.06*	-0.13
SEX:														
MALE	12292	1643	3.91	0.4	11084	1379	3.92	0.4	1208	264	3.86	0.5	-0.06	-0.15
FEMALE	12597	1628	3.90	0.4	11469	1394	3.91	0.4	1128	234	3.86	0.5	-0.05	-0.11
SES:														
LOW	6046	777	3.86	0.5	5094	588	3.87	0.5	952	189	3.84	0.6	-0.03	-0.06
MIDDLE	11725	1579	3.93	0.4	10805	1375	3.93	0.4	920	205	3.89	0.5	-0.04	-0.12
HIGH	6140	788	3.92	0.4	5896	727	3.92	0.4	244	61	3.86	0.5	-0.06	-0.15
RACE:														
WHITE	17786	2509	3.95	0.3	16402	2167	3.95	0.3	1384	342	3.93	0.4	-0.02	-0.08
BLACK	3318	422	3.86	0.5	2921	344	3.87	0.5	397	78	3.83	0.5	-0.04	-0.07
ASIAN-AMERICAN	325	34	2.83	1.3	307	32	2.84	1.3	18	2	2.63	1.1	-0.22	-0.17
AMERICAN INDIAN	256	33	3.86	0.5	201	24	3.89	0.4	55	9	3.75	0.7	-0.14	-0.29
MEXICAN-AMERICAN	1881	143	3.78	0.7	1601	107	3.81	0.6	280	35	3.68	0.8	-0.13	-0.20
PUERTO RICAN	329	36	3.53	0.9	261	25	3.57	0.8	68	11	3.43	1.0	-0.13	-0.15
OTHER HISPANIC	910	85	3.63	0.8	793	67	3.68	0.8	117	18	3.46	1.0	-0.22	-0.27
SCHOOL TYPE:														
PUBLIC	21825	2978	3.90	0.4	19578	2501	3.91	0.4	2247	477	3.86	0.5	-0.05*	-0.12
PRIVATE	719	91	3.87	0.5	691	79	3.88	0.5	28	13	3.76	0.7	-0.13	-0.27
CATHOLIC	2345	202	3.93	0.4	2284	194	3.93	0.4	61	8	3.91	0.4	-0.02	-0.06
GEOGRAPHIC REGION:														
NORTHEAST	5392	715	3.89	0.5	5002	633	3.90	0.5	390	82	3.86	0.5	-0.03	-0.07
NORTH CENTRAL	7202	932	3.95	0.3	6643	814	3.96	0.3	559	118	3.91	0.4	-0.05	-0.17
SOUTH	7917	1088	3.89	0.4	6981	888	3.90	0.4	936	200	3.85	0.5	-0.05	-0.11
WEST	4378	536	3.86	0.5	3927	439	3.87	0.5	451	97	3.80	0.7	-0.07	-0.14
CURRICULUM:														
GENERAL	10971	1477	3.92	0.4	9722	1206	3.92	0.4	1249	270	3.90	0.4	-0.02	-0.06
ACADEMIC	8525	1050	3.90	0.4	8243	987	3.91	0.4	282	63	3.74	0.8	-0.17	-0.38
VOCATIONAL	4885	679	3.88	0.5	4181	534	3.89	0.5	704	145	3.84	0.6	-0.05	-0.11
COMMUNITY TYPE:														
URBAN	5295	659	3.83	0.6	4626	524	3.84	0.6	669	135	3.79	0.7	-0.05	-0.08
SUBURBAN	12253	1560	3.91	0.4	11293	1353	3.92	0.4	960	207	3.86	0.5	-0.06	-0.14
RURAL	7341	1052	3.95	0.3	6634	896	3.95	0.3	707	155	3.92	0.4	-0.04	-0.12

NOTE: WEIGHTED N IS IN THOUSANDS

Table 3-9

DID ANYONE AT HOME READ TO YOU WHEN YOU WERE YOUNG BEFORE YOU STARTED SCHOOL? (1=NEVER; 5=EVERY DAY)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	15228	2010	3.80	1.1	14021	1745	3.82	1.1	1207	266	3.67	1.3	-0.16	-0.14
SEX:														
MALE	7334	980	3.58	1.2	6718	842	3.61	1.1	616	138	3.44	1.4	-0.16	-0.14
FEMALE	7894	1031	4.01	1.0	7303	903	4.02	1.0	591	127	3.91	1.2	-0.12	-0.12
SES:														
LOW	3042	394	3.44	1.3	2578	300	3.46	1.3	464	94	3.35	1.3	-0.11	-0.09
MIDDLE	7418	1006	3.83	1.1	6885	883	3.83	1.0	533	123	3.82	1.3	-0.01	-0.01
HIGH	4463	573	4.03	0.9	4307	534	4.03	0.9	156	40	4.07	1.2	0.04	0.04
RACE:														
WHITE	11544	1617	3.87	1.0	10787	1426	3.88	1.0	757	191	3.76	1.3	-0.12	-0.12
BLACK	1746	218	3.66	1.3	1541	179	3.71	1.2	205	39	3.47	1.4	-0.24	-0.19
ASIAN-AMERICAN	167	17	3.58	1.3	163	16	3.56	1.3	4	1	4.22	1.1	0.67	0.52
AMERICAN INDIAN	153	20	3.29	1.4	124	16	3.31	1.3	29	5	3.23	1.5	-0.08	-0.06
MEXICAN-AMERICAN	918	69	3.25	1.4	790	53	3.21	1.4	128	16	3.38	1.5	0.17	0.12
PUERTO RICAN	160	18	3.13	1.4	134	13	3.07	1.4	26	4	3.33	1.2	0.26	0.18
OTHER HISPANIC	508	48	3.58	1.3	454	39	3.64	1.2	54	9	3.34	1.3	-0.30	-0.23
SCHOOL TYPE:														
PUBLIC	13208	1816	3.79	1.1	12040	1559	3.81	1.1	1168	257	3.66	1.3	-0.16	-0.14
PRIVATE	547	65	3.97	1.0	534	59	3.97	1.0	13	6	4.01	0.9	0.04	0.04
CATHOLIC	1473	130	3.86	1.0	1447	127	3.86	1.0	26	2	3.89	0.6	0.03	0.03
GEOGRAPHIC REGION:														
NORTHEAST	3374	447	3.87	1.1	3195	409	3.87	1.1	179	38	3.79	1.3	-0.08	-0.07
NORTH CENTRAL	4479	578	3.80	1.1	4193	519	3.82	1.0	286	59	3.56	1.3	-0.26	-0.25
SOUTH	4582	630	3.77	1.1	4097	522	3.79	1.1	485	108	3.71	1.3	-0.08	-0.07
WEST	2793	356	3.78	1.2	2536	295	3.82	1.1	257	61	3.62	1.3	-0.20	-0.17
CURRICULUM:														
GENERAL	6347	861	3.74	1.1	5711	719	3.76	1.1	636	142	3.64	1.3	-0.12	-0.11
ACADEMIC	5933	739	3.97	1.0	5766	700	3.96	1.0	167	39	4.06	1.1	0.09	0.09
VOCATIONAL	2703	377	3.65	1.2	2348	302	3.68	1.2	355	75	3.57	1.4	-0.11	-0.09
COMMUNITY TYPE:														
URBAN	3032	382	3.78	1.2	2686	312	3.79	1.1	346	70	3.70	1.3	-0.10	-0.08
SUBURBAN	7727	983	3.83	1.1	7235	873	3.85	1.0	492	110	3.63	1.4	-0.23	-0.21
RURAL	4469	646	3.78	1.1	4100	560	3.79	1.1	369	86	3.69	1.3	-0.10	-0.09

NOTE: WEIGHTED N IS IN THOUSANDS

As can be seen in Table 3-10, 85.3 percent of the sophomores reported that they attended kindergarten. This includes 87.0 percent of the students who remained in school but only 76.1 percent of the dropouts, a significant difference. High SES students, Whites, students in nonpublic schools, students in the academic curriculum, and students living outside of the South were more likely to have attended kindergarten than other groups of students.

5. Changing Schools

The sophomores were asked how many times since fifth grade they had changed schools because the family had moved. The results are summarized in Table 3-11. The scale ranges from 0 = never to 3 = 3 or more. The mean for all sophomores was 0.59 moves. However, students who later became dropouts had averaged 1.09 moves while those who remained in school averaged only .50 moves, a large difference. Minority students averaged more moves than Whites.

6. Repeating a Grade

In 1982 the seniors were asked if, before high school, they had ever repeated a grade or been held back a term in school. The results are shown in Table 3-12. As can be seen, 13.3 percent of the seniors had repeated a grade. Repeating was more common among males than females, minorities than Whites, public and private school students than Catholic school students, and students in the general and vocational curricula.

7. Integration in Schools before High School

The students were asked in 1980 to indicate the approximate number of Black and of Hispanic students in their classes in first, sixth, and ninth grade. The results are summarized in Table 3-13. More detailed tables may be found in Appendix C. The scale used ranges from 1 = none to 5 = all.

Table 3-13

	All Sophomores	Sophomores Who Stayed in School	Sophomores Who Dropped Out
Blacks in			
1st grade	1.72	1.69	1.91
6th grade	1.84	1.80	2.04
9th grade	2.05	2.02	2.26
Hispanics in			
1st grade	1.51	1.48	1.65
6th grade	1.61	1.58	1.78
9th grade	1.81	1.79	1.93

Table 3-10

DID YOU GO TO KINDERGARTEN BEFORE YOU STARTED THE FIRST GRADE? (PERCENT YES)

ALL SOPHOMORES-1980

	ALL SOPHOMORES			SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP			SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP			DROPOUTS MINUS STAYERS
	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	
TOTAL	25057	3293	85.3	22679	2787	87.0	2378	506	76.1	-10.9*
SEX:										
MALE	12392	1657	85.2	11161	1388	86.7	1231	270	77.2	-9.5*
FEMALE	12665	1635	85.4	11518	1399	87.2	1147	236	74.8	-12.4*
SES:										
LOW	6082	782	74.8	5117	590	76.6	965	191	69.1	-7.5*
MIDDLE	11771	1582	86.2	10848	1379	87.3	923	204	78.9	-8.3*
HIGH	6140	787	94.5	5903	727	95.3	237	60	85.7	-9.5*
RACE:										
WHITE	17857	2519	86.3	16452	2173	88.1	1405	345	75.1	-12.9*
BLACK	3383	430	82.2	2967	349	82.5	416	81	81.2	-1.3
ASIAN-AMERICAN	328	35	81.5	311	32	81.4	17	2	83.1	1.6
AMERICAN INDIAN	256	33	78.0	200	24	80.5	56	9	71.4	-9.1
MEXICAN-AMERICAN	1903	143	80.0	1622	108	82.4	281	36	72.5	-9.9*
PUERTO RICAN	330	36	84.3	259	25	88.3	71	11	75.4	-12.9
OTHER HISPANIC	908	84	84.1	794	67	86.4	114	17	75.4	-11.0*
SCHOOL TYPE:										
PUBLIC	21977	2999	84.6	19691	2514	86.3	2286	485	75.7	-10.6*
PRIVATE	718	91	89.3	689	78	90.5	29	13	81.9	-8.6
CATHOLIC	2362	202	94.4	2299	194	94.5	63	8	90.8	-3.7
GEOGRAPHIC REGION:										
NORTHEAST	5412	720	91.3	5015	636	92.1	397	84	85.3	-6.8*
NORTH CENTRAL	7299	944	93.8	6720	823	94.6	579	122	88.5	-6.1*
SOUTH	7950	1093	71.3	7003	889	73.7	947	204	61.2	-12.4*
WEST	4396	536	90.6	3941	439	92.1	455	97	83.7	-8.4*
CURRICULUM:										
GENERAL	11040	1487	84.2	9771	1212	86.1	1269	275	76.3	-9.8*
ACADEMIC	8548	1052	89.6	8264	989	90.6	284	63	72.8	-17.9*
VOCATIONAL	4945	687	81.3	4226	538	82.6	719	148	76.5	-6.1*
COMMUNITY TYPE:										
URBAN	5380	670	86.8	4685	531	88.4	695	140	80.8	-7.7*
SUBURBAN	12309	1567	88.1	11340	1358	89.6	969	209	78.0	-11.6*
RURAL	7368	1055	80.2	6654	899	82.1	714	157	69.4	-12.8*

NOTE: WEIGHTED N IS IN THOUSANDS

Table 3-11

HOW MANY TIMES HAVE YOU CHANGED SCHOOLS SINCE 5TH GRADE BECAUSE FAMILY MOVED?
(0=NEVER; 3=3 OR MORE)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	24802	3264	0.59	1.0	22452	2761	0.50	0.9	2350	503	1.09	1.2	0.58*	0.62
SEX:														
MALE	12220	1637	0.60	1.0	11011	1371	0.51	0.9	1209	266	1.06	1.2	0.56*	0.59
FEMALE	12582	1627	0.59	1.0	11441	1390	0.50	0.9	1141	237	1.11	1.2	0.61*	0.65
SES:														
LOW	6006	771	0.70	1.1	5057	584	0.56	1.0	949	187	1.11	1.2	0.54*	0.54
MIDDLE	11653	1567	0.54	0.9	10739	1365	0.47	0.9	914	203	1.03	1.2	0.56*	0.62
HIGH	6106	785	0.56	0.9	5863	724	0.51	0.9	243	61	1.19	1.2	0.68*	0.76
RACE:														
WHITE	17709	2500	0.55	1.0	16312	2156	0.47	0.9	1397	344	1.09	1.2	0.62*	0.68
BLACK	3328	424	0.68	1.0	2922	344	0.61	1.0	406	80	0.98	1.2	0.36*	0.36
ASIAN-AMERICAN	322	34	0.86	1.1	304	32	0.78	1.0	18	2	1.85	1.0	1.07*	1.05
AMERICAN INDIAN	250	33	0.99	1.2	194	24	0.77	1.1	56	9	1.54	1.3	0.77	0.69
MEXICAN-AMERICAN	1880	142	0.61	1.0	1609	107	0.52	0.9	271	35	0.89	1.2	0.36*	0.38
PUERTO RICAN	329	36	0.83	1.1	260	25	0.74	1.0	69	11	1.06	1.2	0.32	0.30
OTHER HISPANIC	893	83	0.80	1.1	779	66	0.66	1.0	114	18	1.31	1.1	0.65*	0.64
SCHOOL TYPE:														
PUBLIC	21742	2971	0.61	1.0	19486	2490	0.52	0.9	2256	481	1.08	1.2	0.56*	0.59
PRIVATE	720	92	0.66	0.9	690	79	0.55	0.9	30	14	1.30	1.0	0.75	0.83
CATHOLIC	2340	201	0.37	0.8	2276	193	0.34	0.7	64	8	1.09	1.3	0.75*	0.98
GEOGRAPHIC REGION:														
NORTHEAST	5356	713	0.46	0.9	4963	630	0.39	0.8	393	83	0.94	1.2	0.54*	0.65
NORTH CENTRAL	7233	937	0.49	0.9	6662	816	0.40	0.8	571	121	1.08	1.2	0.67*	0.80
SOUTH	7873	1083	0.67	1.0	6936	881	0.59	1.0	937	202	1.04	1.2	0.45*	0.45
WEST	4340	532	0.79	1.1	3891	435	0.68	1.0	449	97	1.32	1.3	0.64*	0.61
CURRICULUM:														
GENERAL	10920	1473	0.65	1.0	9668	1201	0.53	0.9	1252	273	1.15	1.3	0.62*	0.64
ACADEMIC	8491	1045	0.50	0.9	8206	982	0.46	0.9	285	63	1.20	1.2	0.75*	0.86
VOCATIONAL	4880	679	0.59	1.0	4172	533	0.51	0.9	708	147	0.87	1.1	0.36*	0.38
COMMUNITY TYPE:														
URBAN	5315	666	0.70	1.1	4627	526	0.58	1.0	688	140	1.12	1.2	0.53*	0.53
SUBURBAN	12188	1553	0.60	1.0	11230	1344	0.52	0.9	958	209	1.14	1.3	0.62*	0.66
RURAL	7299	1045	0.51	0.9	6595	891	0.43	0.8	704	154	0.98	1.2	0.55*	0.62

NOTE: WEIGHTED N IS IN THOUSANDS

Table 3-12

BEFORE HIGH SCHOOL, WERE YOU EVER ASKED TO REPEAT A GRADE OR HELD BACK A TERM IN SCHOOL?
(PERCENT YES)

1982 SENIORS

	SAMPLE N	WEIGHTED N	PERCENT
TOTAL	23141	2672757	13.3
SEX:			
MALE	11350	1324486	16.3
FEMALE	11791	1348271	10.4
SES:			
LOW	4739	509027	18.5
MIDDLE	10251	1220799	12.1
HIGH	5579	643199	8.9
RACE:			
WHITE	16766	2091761	11.6
BLACK	2979	322539	19.6
ASIAN-AMERICAN	319	32431	12.5
AMERICAN INDIAN	199	22924	20.8
MEXICAN-AMERICAN	1642	101412	22.5
PUERTO RICAN	294	25158	20.5
OTHER HISPANIC	860	68018	17.8
SCHOOL TYPE:			
PUBLIC	20088	2399909	13.8
PRIVATE	753	80146	14.1
CATHOLIC	2300	192702	7.4
GEOGRAPHIC REGION:			
NORTHEAST	5446	651889	13.5
NORTH CENTRAL	6774	783535	11.0
SOUTH	6906	818131	15.1
WEST	4015	419201	13.8
CURRICULUM:			
GENERAL	7598	880179	16.2
ACADEMIC	9432	1060737	8.1
VOCATIONAL	5966	715858	17.3
COMMUNITY TYPE:			
URBAN	4855	514463	16.1
SUBURBAN	11564	1308569	12.2
RURAL	6722	849726	13.4

These means indicate that the typical student had few Black or Hispanic classmates prior to high school. There is also a clear trend for more integration between first grade and ninth grade. As can be seen in the Appendix tables, Black students indicated at every grade level that more than half of their elementary school classmates were also Black. Puerto Rican students had more Black classmates than other Hispanic students. Hispanic students also indicated having more Hispanic classmates than did non-Hispanic students. Public school students were more likely to have attended schools with Blacks than were private and Catholic school students.

8. Household Structure

Because many critics of the schools have linked a decline in student achievement to changes in the American family, household structure was determined. The results are summarized in Tables 3-14 and 3-15 below. More detailed tables, cross-tabulated by the classification variables, appear in Appendix C.

Table 3-14

Percentage of Respondents in Various Household Structures

	1980 Sophomores			1982	
	All	Stayers	Dropouts	Seniors	Dropouts
Student lives with....					
Both natural parents	70.64	74.14	51.32	69.72	29.26
One natural, one stepparent	8.56	7.45	14.73	7.50	4.28
Mother only	14.68	13.43	21.56	15.04	20.93
Father only	0.77	0.48	2.38	2.93	5.43
Grandparents	0.86	0.68	1.89	0.97	2.68
Other(s)	1.24	0.90	3.12	3.84	37.43

As can be seen, living with both parents was the most common household structure. About half of the students who later became dropouts and about three-quarters of the students who remained in school lived in such homes as sophomores. The next most common household structure, the student living with mother only, was reported in 1980 by more than 20 percent of the students who later become dropouts but by only 13 percent of the students who remained in school. Students who later became dropouts reported living with one natural parent and one stepparent in 1980 twice as frequently as did students who remained in school until the senior follow-up. By 1982 the percentage of seniors living with both parents had declined to 70 percent. Many dropouts apparently had left home and were living independently or with a spouse.

Table 3-15 shows the proportion of students in each classification group living with both natural parents.

Table 3-15

Percentage of Students Living with Both Natural Parents in 1980

	All Sophomores	Stayers	Dropouts
Males	72.18	75.00	55.00
Females	69.07	72.77	47.14
Low SES	57.66	61.67	45.79
Middle SES	72.60	75.36	54.97
High SES	81.33	83.22	58.97
Whites	76.28	79.32	55.97
Blacks	46.34	48.19	37.85
Mexican Americans	67.91	72.11	54.21
Puerto Ricans	54.75	58.89	43.21
Public School	69.71	73.28	51.13
Private School	75.08	78.68	54.36
Catholic School	81.84	83.14	49.25
Academic Curriculum	75.41	77.25	48.48
General Curriculum	69.85	74.33	50.05
Vocational Curriculum	65.43	68.25	55.41

As can be seen, the majority of Blacks did not live in households where both natural parents were present. More than one-third of Puerto Rican students, low SES students, and vocational curriculum students also lived in such households. Males were more likely to live with both natural parents than were females. More than 80 percent of high SES students and Catholic school students came from homes where both natural parents were present.

These figures are similar to those reported by the U.S. Bureau of the Census for 1980. Their data indicated that 17 percent of all White families with children were headed by one adult and 52 percent of all Black families were one parent households (Education Week, May 29, 1985).

9. Number of Siblings

As can be seen in Table 3-16, the typical sophomore had 3.04 siblings in 1980. Students who remained in high school until the senior follow-up had fewer siblings (2.93), while those who became dropouts had more siblings (3.68). There was a small and insignificant increase in the number of siblings reported by seniors in 1982 (see Table 3-17). The apparent discrepancy in the number of siblings for sophomores who remained in school (2.93 in Table 3-16 and 2.75 in Table 3-17) is an artifact due to changes in the question format between 1980 and 1982.

Table 3-16

NUMBER OF SIBLINGS

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP				DROPOUTS MINUS STAYERS	EFFECT SIZE
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.		
TOTAL	22802	2999	3.04	2.2	20780	2563	2.93	2.1	2022	437	3.68	2.6	0.75*	0.35
SEX:														
MALE	11004	1473	3.02	2.3	9996	1248	2.92	2.2	1008	225	3.58	2.7	0.65*	0.29
FEMALE	11798	1526	3.05	2.1	10784	1314	2.94	2.0	1014	212	3.79	2.5	0.85*	0.41
SES:														
LOW	5421	694	3.73	2.6	4565	523	3.60	2.5	856	171	4.10	2.7	0.50*	0.19
MIDDLE	10979	1482	2.93	2.1	10153	1297	2.84	2.0	826	185	3.52	2.5	0.68*	0.33
HIGH	5841	751	2.57	1.9	5620	694	2.53	1.8	221	57	3.00	2.5	0.47	0.26
RACE:														
WHITE	16626	2346	2.84	2.0	15390	2037	2.74	1.9	1236	309	3.45	2.4	0.70*	0.36
BLACK	2828	358	3.89	2.8	2506	295	3.81	2.7	322	63	4.31	3.1	0.50	0.18
ASIAN-AMERICAN	310	33	2.85	2.1	295	31	2.80	2.1	15	2	3.50	2.3	0.70	0.34
AMERICAN INDIAN	228	29	4.05	3.0	181	22	3.79	2.8	47	7	4.82	3.5	1.04	0.35
MEXICAN-AMERICAN	1655	123	3.96	2.6	1422	94	3.87	2.5	233	30	4.26	2.8	0.40	0.15
PUERTO RICAN	287	30	3.49	2.4	230	21	3.36	2.3	57	9	3.81	2.6	0.45	0.19
OTHER HISPANIC	811	73	3.21	2.7	707	58	3.08	2.7	104	15	3.69	2.7	0.61	0.23
SCHOOL TYPE:														
PUBLIC	19903	2720	3.05	2.2	17963	2302	2.94	2.1	1940	418	3.69	2.6	0.75*	0.34
PRIVATE	691	87	2.44	1.5	664	75	2.35	1.4	27	12	3.01	2.0	0.66	0.45
CATHOLIC	2208	193	3.10	2.1	2153	186	3.07	2.1	55	6	4.06	2.1	0.99	0.48
GEOGRAPHIC REGION:														
NORTHEAST	5069	672	2.95	2.1	4727	600	2.83	2.0	342	73	3.90	2.8	1.06*	0.52
NORTH CENTRAL	6563	858	3.13	2.1	6091	755	3.03	2.1	472	102	3.82	2.6	0.78*	0.37
SOUTH	7055	965	3.05	2.4	6235	790	2.93	2.3	820	176	3.57	2.6	0.64*	0.27
WEST	4115	504	2.99	2.1	3727	418	2.87	2.0	388	86	3.54	2.5	0.67*	0.33
CURRICULUM:														
GENERAL	9999	1346	3.08	2.2	8899	1107	2.98	2.1	1100	238	3.56	2.3	0.58*	0.27
ACADEMIC	8100	1001	2.69	1.9	7842	943	2.65	1.9	258	58	3.34	2.5	0.69*	0.37
VOCATIONAL	4268	594	3.46	2.6	3693	472	3.32	2.4	575	123	3.97	3.1	0.65*	0.25
COMMUNITY TYPE:														
URBAN	4758	596	3.15	2.3	4183	478	3.05	2.2	575	118	3.58	2.5	0.53*	0.24
SUBURBAN	11315	1436	2.92	2.1	10489	1256	2.81	2.0	826	180	3.64	2.5	0.83*	0.40
RURAL	6729	967	3.15	2.3	6108	828	3.04	2.2	621	139	3.81	2.8	0.77*	0.34

NOTE: WEIGHTED N IS IN THOUSANDS

Table 3-17

NUMBER OF SIBLINGS

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	17724	2287484	2.75	1.7	2.80	1.7	1.7	0.0	0.0
SEX:									
MALE	8280	1086670	2.73	1.7	2.78	1.7	1.7	0.0	0.0
FEMALE	9444	1200813	2.77	1.7	2.82	1.7	1.7	0.0	0.0
SES:									
LOW	3641	440424	3.27	1.8	3.40	1.8	1.8	0.1	0.1
MIDDLE	8777	1171004	2.70	1.6	2.72	1.6	1.6	0.0	0.0
HIGH	4972	637630	2.46	1.5	2.49	1.5	1.5	0.0	0.0
RACE:									
WHITE	13614	1873561	2.64	1.6	2.67	1.6	1.6	0.0	0.0
BLACK	1891	227608	3.42	1.9	3.56	1.9	1.9	0.1	0.1
ASIAN-AMERICAN	239	26049	2.61	1.6	2.63	1.6	1.6	0.0	0.0
AMERICAN INDIAN	138	17661	3.22	1.7	3.24	1.7	1.7	0.0	0.0
MEXICAN-AMERICAN	1028	71378	3.46	1.8	3.63	1.8	1.8	0.2	0.1
PUERTO RICAN	188	17964	3.07	1.7	3.24	1.6	1.6	0.2	0.1
OTHER HISPANIC	602	50608	2.74	1.8	2.75	1.7	1.8	0.0	0.0
SCHOOL TYPE:									
PUBLIC	15193	2049045	2.75	1.7	2.80	1.7	1.7	0.0	0.0
PRIVATE	604	68977	2.35	1.4	2.40	1.4	1.4	0.0	0.0
CATHOLIC	1927	169462	2.92	1.7	2.95	1.7	1.7	0.0	0.0
GEOGRAPHIC REGION:									
NORTHEAST	4296	567719	2.73	1.6	2.75	1.6	1.6	0.0	0.0
NORTH CENTRAL	5415	705362	2.88	1.6	2.90	1.7	1.7	0.0	0.0
SOUTH	4966	649631	2.65	1.7	2.73	1.7	1.7	0.1	0.0
WEST	3047	364771	2.73	1.6	2.79	1.7	1.6	0.1	0.0
CURRICULUM:									
GENERAL	5667	738244	2.88	1.7	2.94	1.7	1.7	0.1	0.0
ACADEMIC	7752	967887	2.54	1.6	2.58	1.6	1.6	0.0	0.0
VOCATIONAL	4213	569735	2.94	1.7	2.98	1.8	1.7	0.0	0.0
COMMUNITY TYPE:									
URBAN	3423	409012	2.83	1.7	2.86	1.7	1.7	0.0	0.0
SUBURBAN	8988	1115102	2.67	1.6	2.71	1.6	1.6	0.0	0.0
RURAL	5313	763369	2.83	1.7	2.90	1.7	1.7	0.1	0.0

The mean data in this item are somewhat misleading and result from the effects of large families. The modal number of siblings reported was two.

10. Parental Years in the United States

The students were asked in 1980 to indicate how many years their parents had lived in the United States. The results are shown in Tables 3-18 and 3-19. The scale ranges from 1 = 1 to 5 years to 5 = all or almost all of their lives. The mean response of 4.82 indicates that the majority of the parents had spent most of their lives in the United States. Students who later became dropouts had parents who had lived in the United States for fewer years than the parents of the students who stayed in school. Asian American and Puerto Rican students' parents had lived in the United States for less time than the parents of students in other racial/ethnic groups.

11. Parental Occupations

The students were asked the current or most recent occupation for each parent. The results are summarized in Tables 3-20 and 3-21.

The most common occupations among the students' fathers in 1980 were crafts, operative, managerial, professional, and laborer work. The most common occupations among the mothers were clerical work, homemaking, services, and professional work. The students who later became dropouts were more likely to come from families where the father was a craft worker, operator or laborer and from families where the mother did service work.

There were small changes in parental employment categories between 1980 and 1982. The largest changes for the panel of in-school students were an increase of 2.61 percentage points in fathers employed in managerial work and a decrease of 2.29 percentage points in mothers employed in professional work. These apparent shifts may represent either real changes in parental employment or changes in students' understanding about the nature of their parents' work.

The cross-tabulation tables (See Appendix C) show strong interactions between parental occupations and classification variables such as SES, race/ ethnicity, school type, and curriculum.

12. Parental Education

The students were also asked in 1980 to indicate the highest level of education each of their parents had completed. The results are shown in Tables 3-22 and 3-23. The scale ranges from 1 = less than high school to 5 = graduate degree.

As can be seen, the mean level of education for the students' fathers was 2.53; for the students' mothers the mean was 2.35. This indicates that the average parent had completed high school. The parents of sophomores who remained in high school had considerably more education than parents of dropouts (2.60 and 1.99). There were substantial differences

Table 3-18

HOW MUCH OF HIS LIFE HAS YOUR FATHER (STEPFATHER) SPENT IN THE UNITED STATES?
(1=1 TO 5 YEARS; 5=ALL OR ALMOST ALL)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	23249	3059	4.82	0.6	21249	2625	4.83	0.6	2000	433	4.74	0.7	-0.09*	-0.15
SEX:														
MALE	11600	1549	4.82	0.6	10541	1315	4.84	0.6	1059	235	4.72	0.8	-0.12*	-0.20
FEMALE	11649	1509	4.82	0.6	10708	1311	4.82	0.6	941	198	4.77	0.7	-0.05	-0.09
SES:														
LOW	5334	686	4.74	0.7	4537	526	4.75	0.7	797	159	4.73	0.7	-0.02	-0.02
MIDDLE	11224	1513	4.84	0.5	10380	1324	4.86	0.5	844	189	4.77	0.7	-0.09	-0.17
HIGH	6001	770	4.85	0.5	5777	713	4.86	0.5	224	57	4.74	0.8	-0.12	-0.25
RACE:														
WHITE	17162	2415	4.89	0.4	15898	2100	4.89	0.4	1264	315	4.84	0.6	-0.05	-0.11
BLACK	2732	345	4.73	0.7	2450	290	4.77	0.7	282	55	4.55	0.9	-0.22	-0.31
ASIAN-AMERICAN	298	31	3.37	1.5	287	30	3.35	1.5	11	1	3.78	1.3	0.44	0.30
AMERICAN INDIAN	230	30	4.79	0.6	181	22	4.78	0.6	49	8	4.79	0.6	0.01	0.02
MEXICAN-AMERICAN	1665	124	4.59	0.8	1438	96	4.61	0.8	227	28	4.53	1.0	-0.08	-0.10
PUERTO RICAN	255	27	3.99	1.1	205	19	3.97	1.1	50	8	4.01	1.2	0.04	0.04
OTHER HISPANIC	835	77	4.36	1.0	733	62	4.40	1.0	102	15	4.17	1.2	-0.23	-0.22
SCHOOL TYPE:														
PUBLIC	20302	2772	4.82	0.6	18386	2359	4.83	0.6	1916	413	4.74	0.7	-0.09*	-0.15
PRIVATE	708	90	4.83	0.5	680	77	4.84	0.5	28	13	4.72	0.7	-0.12	-0.25
CATHOLIC	2239	197	4.80	0.6	2183	189	4.81	0.6	56	7	4.73	0.6	-0.08	-0.13
GEOGRAPHIC REGION:														
NORTHEAST	5046	671	4.80	0.6	4729	604	4.80	0.6	317	67	4.73	0.7	-0.07	-0.12
NORTH CENTRAL	6861	891	4.88	0.5	6361	783	4.90	0.4	500	108	4.79	0.6	-0.10	-0.23
SOUTH	7265	998	4.82	0.6	6468	823	4.84	0.6	797	175	4.77	0.7	-0.07	-0.12
WEST	4077	499	4.72	0.7	3691	416	4.74	0.7	386	83	4.63	0.9	-0.11	-0.15
CURRICULUM:														
GENERAL	10234	1377	4.84	0.6	9156	1142	4.85	0.5	1078	234	4.81	0.6	-0.03	-0.06
ACADEMIC	8218	1015	4.81	0.6	7962	957	4.83	0.6	256	58	4.63	0.9	-0.20	-0.34
VOCATIONAL	4391	613	4.79	0.6	3796	488	4.82	0.6	595	126	4.69	0.8	-0.12	-0.20
COMMUNITY TYPE:														
URBAN	4684	586	4.69	0.8	4144	474	4.70	0.8	540	112	4.64	0.9	-0.06	-0.08
SUBURBAN	11602	1477	4.81	0.6	10775	1296	4.83	0.6	827	181	4.72	0.8	-0.10	-0.17
RURAL	6963	996	4.90	0.4	6330	856	4.91	0.4	633	140	4.85	0.5	-0.06	-0.15

NOTE: WEIGHTED N IS IN THOUSANDS

Table 3-19

HOW MUCH OF HER LIFE HAS YOUR MOTHER (STEPMOTHER) SPENT IN THE UNITED STATES?
(1=1 TO 5 YEARS; 5=ALL OR ALMOST ALL)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP				DROPOUTS MINUS STAYERS	EFFECT SIZE
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.		
TOTAL	24134	3174	4.82	0.6	21952	2704	4.83	0.6	2182	470	4.78	0.7	-0.05	-0.09
SEX:														
MALE	11936	1596	4.82	0.6	10797	1345	4.83	0.6	1139	251	4.76	0.7	-0.07	-0.12
FEMALE	12198	1578	4.82	0.6	11155	1359	4.83	0.6	1043	219	4.79	0.6	-0.04	-0.06
SES:														
LOW	5748	737	4.75	0.7	4873	562	4.75	0.7	875	175	4.74	0.7	-0.01	-0.01
MIDDLE	11502	1550	4.85	0.5	10611	1352	4.86	0.5	891	198	4.82	0.6	-0.04	-0.07
HIGH	6082	781	4.85	0.5	5844	721	4.86	0.5	238	60	4.78	0.7	-0.08	-0.14
RACE:														
WHITE	17528	2471	4.89	0.4	16190	2139	4.90	0.4	1338	332	4.88	0.5	-0.02	-0.04
BLACK	3070	387	4.79	0.7	2721	319	4.81	0.6	349	67	4.67	0.8	-0.15	-0.23
ASIAN-AMERICAN	305	32	3.10	1.5	292	30	3.10	1.5	13	2	3.20	1.1	0.11	0.07
AMERICAN INDIAN	237	31	4.80	0.7	186	23	4.77	0.7	51	8	4.87	0.6	0.10	0.15
MEXICAN-AMERICAN	1756	132	4.56	0.9	1506	100	4.57	0.9	250	32	4.55	1.0	-0.02	-0.02
PUERTO RICAN	304	33	3.89	1.2	245	23	3.92	1.1	59	10	3.81	1.3	-0.12	-0.10
OTHER HISPANIC	856	79	4.34	1.1	750	63	4.36	1.1	106	16	4.28	1.1	-0.08	-0.07
SCHOOL TYPE:														
PUBLIC	21123	2884	4.82	0.6	19028	2434	4.83	0.6	2095	450	4.78	0.7	-0.06	-0.09
PRIVATE	715	91	4.82	0.6	687	78	4.84	0.6	28	13	4.76	0.7	-0.08	-0.13
CATHOLIC	2296	199	4.83	0.6	2237	191	4.83	0.6	59	8	4.82	0.7	-0.01	-0.02
GEOGRAPHIC REGION:														
NORTHEAST	5267	698	4.79	0.7	4907	622	4.79	0.7	360	76	4.73	0.8	-0.07	-0.10
NORTH CENTRAL	7039	911	4.90	0.4	6504	798	4.90	0.4	535	114	4.86	0.5	-0.04	-0.09
SOUTH	7608	1047	4.84	0.6	6740	858	4.85	0.6	868	189	4.80	0.7	-0.05	-0.09
WEST	4220	517	4.70	0.8	3801	426	4.71	0.8	419	91	4.66	0.8	-0.06	-0.07
CURRICULUM:														
GENERAL	10654	1433	4.85	0.6	9476	1178	4.85	0.6	1178	255	4.83	0.6	-0.01	-0.03
ACADEMIC	8408	1037	4.81	0.6	8141	976	4.82	0.6	267	61	4.67	0.9	-0.15	-0.25
VOCATIONAL	4628	646	4.79	0.6	3977	509	4.81	0.6	651	136	4.72	0.8	-0.10	-0.15
COMMUNITY TYPE:														
URBAN	5032	627	4.69	0.8	4416	501	4.69	0.8	616	126	4.66	0.8	-0.03	-0.04
SUBURBAN	11933	1520	4.82	0.6	11043	1325	4.82	0.6	890	195	4.77	0.7	-0.05	-0.09
RURAL	7169	1027	4.91	0.4	6493	878	4.92	0.4	676	150	4.88	0.5	-0.04	-0.10

NOTE: WEIGHTED N IS IN THOUSANDS

Table 3-20

Percentage of Respondents With Fathers in Various Occupations - 1980 and 1982

	Crafts	Operator	Manager	Professional	Laborer	Proprietor	Sales	Farm	Technical	Protective	Armed Forces	Clerical	Service	School Teachers
1980														
All Sophomores	17.40	13.69	12.56	11.34	10.38	7.50	5.54	5.13	4.51	2.99	2.46	2.31	2.09	1.73
Stayers	16.96	13.05	13.14	12.08	9.85	7.38	5.90	5.14	4.60	3.01	2.41	2.34	1.91	1.95
Dropouts	20.37	17.94	8.68	6.52	13.86	8.31	3.10	5.06	3.97	2.90	2.74	2.07	3.25	0.31
1982														
Seniors	15.39	13.74	15.75	12.82	9.67	8.16	5.69	4.27	3.36	3.26	1.95	2.60	2.31	1.89
Dropouts	18.93	19.73	11.42	8.07	14.99	9.12	3.86	3.81	2.77	1.93	2.59	2.22	3.47	0.52

Table 3-21

Percentage of Respondents With Mothers in Various Occupations - 1980 and 1982

	Clerk	Homemaker	Service	Professional	School Teacher	Operator	Sales	Manager	Laborer	Crafts	Proprietor	Technical
1980												
All Sophomores	25.56	15.50	12.52	11.20	6.62	6.41	5.94	5.02	2.87	2.83	2.29	1.65
Stayers	26.03	15.61	11.86	11.43	7.21	5.93	6.08	4.88	2.81	2.80	2.25	1.68
Dropouts	22.51	14.77	16.84	9.72	2.81	9.55	5.02	5.96	3.29	3.04	2.56	1.50
1982												
Seniors	25.48	16.99	13.45	9.14	6.27	6.11	5.74	6.01	2.70	2.69	8.02	2.05
Dropouts	19.45	20.52	19.78	6.60	2.38	9.87	5.03	5.12	3.14	3.22	6.13	1.85

Table 3-22

WHAT WAS THE HIGHEST LEVEL OF EDUCATION YOUR FATHER (STEPFATHER) COMPLETED?
(1=LESS THAN HIGH SCHOOL; 5=GRADUATE DEGREE)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP				DROPOUTS MINUS STAYERS	EFFECT SIZE
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.		
TOTAL	17721	2339	2.53	1.2	16342	2040	2.60	1.2	1379	299	2.05	1.1	-0.55*	-0.44
SEX:														
MALE	9021	1209	2.58	1.2	8273	1039	2.64	1.2	748	170	2.20	1.2	-0.44*	-0.36
FEMALE	8700	1130	2.47	1.2	8069	1001	2.55	1.3	631	129	1.86	1.0	-0.70*	-0.56
SES:														
LOW	3807	492	1.39	0.6	3225	378	1.40	0.6	582	113	1.37	0.6	-0.04	-0.06
MIDDLE	8892	1206	2.24	0.8	8268	1064	2.25	0.8	624	142	2.11	0.8	-0.14	-0.17
HIGH	4992	637	3.95	1.0	4827	596	3.96	0.9	165	41	3.75	1.1	-0.21	-0.22
RACE:														
WHITE	13695	1919	2.61	1.3	12802	1696	2.68	1.2	893	222	2.08	1.1	-0.60*	-0.48
BLACK	1602	203	2.15	1.1	1439	173	2.17	1.1	163	30	2.07	1.0	-0.09	-0.09
ASIAN-AMERICAN	223	23	3.15	1.4	215	22	3.17	1.4	8	1	2.80	1.4	-0.37	-0.26
AMERICAN INDIAN	161	22	2.05	1.1	127	16	2.13	1.2	34	6	1.83	0.9	-0.30	-0.27
MEXICAN-AMERICAN	1219	90	1.78	1.0	1055	70	1.78	1.0	164	20	1.78	0.9	0.00	0.00
PUERTO RICAN	175	19	1.79	0.9	138	14	1.83	0.9	37	5	1.70	0.9	-0.13	-0.14
OTHER HISPANIC	607	58	2.44	1.2	536	47	2.52	1.2	71	11	2.10	1.1	-0.42	-0.34
SCHOOL TYPE:														
PUBLIC	15402	2113	2.46	1.2	14079	1826	2.53	1.2	1323	287	2.02	1.1	-0.51*	-0.42
PRIVATE	573	69	3.45	1.2	557	62	3.50	1.2	16	6	2.99	0.9	-0.51	-0.42
CATHOLIC	1746	157	3.01	1.2	1706	152	3.02	1.2	40	5	2.49	0.9	-0.54	-0.43
GEOGRAPHIC REGION:														
NORTHEAST	3824	513	2.62	1.3	3610	467	2.68	1.3	214	46	2.02	1.1	-0.65*	-0.52
NORTH CENTRAL	5427	708	2.49	1.2	5087	634	2.55	1.2	340	74	2.02	1.1	-0.53*	-0.44
SOUTH	5440	748	2.35	1.2	4867	621	2.43	1.2	573	126	1.96	1.1	-0.47*	-0.38
WEST	3030	371	2.80	1.3	2778	318	2.89	1.3	252	53	2.31	1.2	-0.57*	-0.45
CURRICULUM:														
GENERAL	7642	1028	2.38	1.2	6906	871	2.45	1.2	736	157	1.99	1.1	-0.46*	-0.39
ACADEMIC	6619	823	2.96	1.3	6444	781	3.00	1.3	175	42	2.30	1.3	-0.70*	-0.54
VOCATIONAL	3219	455	2.10	1.0	2791	365	2.11	1.0	428	90	2.04	1.1	-0.06	-0.06
COMMUNITY TYPE:														
URBAN	3236	407	2.43	1.2	2881	335	2.51	1.2	355	72	2.10	1.1	-0.41*	-0.33
SUBURBAN	8943	1144	2.72	1.3	8378	1018	2.79	1.3	565	126	2.17	1.1	-0.62*	-0.49
RURAL	5542	789	2.29	1.2	5083	688	2.35	1.2	459	101	1.86	1.1	-0.49*	-0.42

NOTE: WEIGHTED N IS IN THOUSANDS

Table 3-23

WHAT WAS THE HIGHEST LEVEL OF EDUCATION YOUR MOTHER (STEPMOTHER) COMPLETED?
(1=LESS THAN HIGH SCHOOL; 5=GRADUATE DEGREE)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	20144	2659	2.35	1.0	18463	2292	2.41	1.0	1681	367	1.99	1.0	-0.42*	-0.41
SEX:														
MALE	9761	1309	2.38	1.0	8918	1118	2.44	1.0	843	191	2.09	1.0	-0.35*	-0.34
FEMALE	10383	1350	2.32	1.0	9545	1174	2.39	1.0	838	176	1.89	1.0	-0.50*	-0.48
SES:														
LOW	4734	615	1.48	0.6	3993	465	1.50	0.6	741	149	1.38	0.6	-0.12*	-0.21
MIDDLE	10055	1360	2.24	0.7	9324	1194	2.24	0.7	731	167	2.22	0.8	-0.03	-0.04
HIGH	5244	669	3.39	1.0	5062	623	3.41	1.0	182	46	3.19	1.0	-0.22	-0.22
RACE:														
WHITE	15056	2119	2.41	1.0	13991	1851	2.47	1.0	1065	268	2.02	1.0	-0.45*	-0.44
BLACK	2314	290	2.24	1.0	2072	246	2.26	1.0	242	44	2.13	1.1	-0.13	-0.12
ASIAN-AMERICAN	230	24	2.72	1.3	220	23	2.72	1.3	10	1	2.62	1.1	-0.10	-0.08
AMERICAN INDIAN	183	24	2.16	0.9	149	18	2.18	1.0	34	6	2.10	0.8	-0.08	-0.09
MEXICAN-AMERICAN	1389	105	1.71	0.9	1205	80	1.77	0.9	184	25	1.53	0.8	-0.24	-0.27
PUERTO RICAN	243	26	1.80	1.0	191	18	1.80	1.0	52	8	1.80	0.9	-0.01	-0.01
OTHER HISPANIC	675	64	2.24	1.1	591	52	2.32	1.0	84	12	1.92	1.1	-0.40	-0.38
SCHOOL TYPE:														
PUBLIC	17587	2414	2.30	1.0	15968	2059	2.36	1.0	1619	355	1.98	1.0	-0.38*	-0.38
PRIVATE	634	75	3.12	1.1	616	68	3.16	1.1	18	7	2.72	1.0	-0.44	-0.40
CATHOLIC	1923	170	2.70	1.1	1879	165	2.72	1.1	44	5	2.06	1.4	-0.66	-0.61
GEOGRAPHIC REGION:														
NORTHEAST	4361	581	2.43	1.1	4095	525	2.47	1.1	266	56	2.01	0.9	-0.46*	-0.44
NORTH CENTRAL	6055	783	2.34	1.0	5648	697	2.39	1.0	407	87	1.95	0.9	-0.44*	-0.46
SOUTH	6286	868	2.23	1.0	5599	716	2.29	1.1	687	152	1.94	1.0	-0.35*	-0.34
WEST	3442	427	2.53	1.1	3121	354	2.61	1.1	321	73	2.15	1.1	-0.46*	-0.42
CURRICULUM:														
GENERAL	8754	1185	2.23	1.0	7836	985	2.30	1.0	918	201	1.90	0.9	-0.40*	-0.40
ACADEMIC	7364	911	2.68	1.1	7137	859	2.71	1.1	227	52	2.28	1.0	-0.43*	-0.40
VOCATIONAL	3719	521	2.08	0.9	3228	417	2.09	0.9	491	104	2.03	1.0	-0.07	-0.07
COMMUNITY TYPE:														
URBAN	3955	495	2.28	1.0	3497	402	2.33	1.0	458	93	2.07	1.0	-0.26*	-0.25
SUBURBAN	10045	1285	2.47	1.1	9353	1130	2.53	1.1	692	155	2.04	1.0	-0.49*	-0.47
RURAL	6144	879	2.22	1.0	5613	759	2.27	1.0	531	119	1.87	0.9	-0.40*	-0.41

NOTE: WEIGHTED N IS IN THOUSANDS

in parental education across the SES groups, racial/ethnic groups, and school and community types.

13. Maternal Employment

The students were asked in 1980 if their mothers usually worked when the students were preschoolers, in elementary school, and in high school. The responses are shown in Tables 3-24 to 3-26. The response scale is 0 = no, 1 = part-time, 2 = full-time.

As can be seen, maternal employment increased as the students became older. The difference in maternal employment rates between dropouts and the stayers was greatest during the pre-elementary years, least during the high school years. There were significant differences in maternal employment during the students' preschool and elementary school years across school types, SES groups and racial/ethnic groups.

14. Parental Monitoring of Students' Educational Progress

The students were asked, in 1980 and in 1982, if their parents kept close track of how well they were doing in school. The results are shown in Tables 3-27 to 3-30. As can be seen, 89 percent of the sophomores said their mothers kept close track of their school progress. There were significant differences between students who remained in school (90 percent agreed) and those who later became dropouts (82 percent agreed). Students reported less monitoring of their school progress by their fathers; 77 percent said their fathers kept close track of their progress. Again there were significant differences in the extent of close monitoring by fathers of students who stayed in school (79 percent) and by fathers of students who became dropouts (65 percent). There were significant differences across SES groups, racial/ethnic groups, and school types in the amount of parental monitoring of educational progress.

As can be seen in Tables 3-29 and 3-30, parental monitoring of educational progress decreased significantly between the sophomore and senior years for the students who stayed in school.

15. Parental Involvement in the Schools

A series of questions was asked of the seniors in 1982 to determine the extent of their parents' involvement with the schools. The results are shown in Tables 3-31 to 3-35. The scale for each ranges from 1 = never to 3 = often. As can be seen, the overall level of parental involvement is low. Parents were more likely to phone or see a teacher, counselor or principal or to attend a parent-teacher conference than to work on school projects, attend a PTA meeting, or visit a class. Parental involvement with the schools tended to increase with higher SES and to be higher in nonpublic than in public schools.

Table 3-24

DID YOUR MOTHER USUALLY WORK BEFORE YOU WENT TO ELEMENTARY SCHOOL?
(0=NO; 1=PART TIME; 2=FULL TIME)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS.	EFFECT SIZE
TOTAL	20717	2710	0.75	0.9	18980	2339	0.72	0.9	1737	371	0.92	0.9	0.20*	0.22
SEX:														
MALE	10069	1339	0.76	0.9	9198	1144	0.72	0.9	871	194	0.97	0.9	0.24*	0.27
FEMALE	10648	1371	0.74	0.9	9782	1194	0.72	0.9	866	177	0.86	0.9	0.14*	0.17
SES:														
LOW	4734	602	0.86	0.9	4028	466	0.85	0.9	706	136	0.87	0.9	0.02	0.02
MIDDLE	9959	1337	0.75	0.9	9247	1175	0.72	0.9	712	161	0.91	0.9	0.19*	0.21
HIGH	5427	694	0.63	0.8	5237	645	0.61	0.8	190	49	0.96	0.9	0.35*	0.43
RACE:														
WHITE	15170	2123	0.65	0.8	14121	1863	0.62	0.8	1049	260	0.82	0.9	0.20*	0.24
BLACK	2532	319	1.32	0.9	2254	265	1.33	0.9	278	54	1.30	0.9	-0.03	-0.03
ASIAN-AMERICAN	276	30	0.80	0.9	263	28	0.77	0.9	13	2	1.23	0.9	0.46	0.50
AMERICAN INDIAN	186	24	0.97	0.9	148	18	0.95	0.9	38	6	1.03	0.9	0.08	0.09
MEXICAN-AMERICAN	1527	113	0.81	0.9	1316	87	0.78	0.9	211	26	0.91	0.9	0.14	0.15
PUERTO RICAN	242	26	0.98	0.9	195	19	0.94	0.9	47	7	1.08	0.9	0.14	0.15
OTHER HISPANIC	720	67	0.88	0.9	629	53	0.86	0.9	91	14	0.97	1.0	0.11	0.12
SCHOOL TYPE:														
PUBLIC	18042	2453	0.76	0.9	16380	2098	0.74	0.9	1662	355	0.91	0.9	0.17*	0.19
PRIVATE	630	81	0.65	0.8	604	70	0.58	0.8	26	11	1.11	0.9	0.53	0.66
CATHOLIC	2045	176	0.56	0.8	1996	171	0.55	0.8	49	5	0.98	0.9	0.43	0.52
GEOGRAPHIC REGION:														
NORTHEAST	4456	592	0.64	0.8	4188	536	0.62	0.8	268	56	0.85	0.9	0.23	0.27
NORTH CENTRAL	6072	777	0.66	0.8	5671	696	0.63	0.8	401	82	0.91	0.9	0.28*	0.33
SOUTH	6536	895	0.91	0.9	5810	736	0.89	0.9	726	159	1.00	0.9	0.10	0.11
WEST	3653	445	0.71	0.9	3311	371	0.69	0.9	342	74	0.80	0.9	0.11	0.13
CURRICULUM:														
GENERAL	9006	1198	0.75	0.9	8098	1005	0.73	0.9	908	192	0.88	0.9	0.16*	0.18
ACADEMIC	7402	914	0.68	0.9	7180	861	0.66	0.9	222	52	1.01	0.9	0.35*	0.41
VOCATIONAL	3938	550	0.84	0.9	3398	437	0.81	0.9	540	113	0.95	0.9	0.13	0.15
COMMUNITY TYPE:														
URBAN	4226	524	0.86	0.9	3751	427	0.83	0.9	475	97	1.02	0.9	0.20	0.22
SUBURBAN	10356	1311	0.68	0.9	9616	1153	0.66	0.9	740	159	0.87	0.9	0.21*	0.25
RURAL	6135	874	0.77	0.9	5613	759	0.76	0.9	522	115	0.88	0.9	0.13	0.15

NOTE: WEIGHTED N IS IN THOUSANDS

Table 3-25

DID YOUR MOTHER USUALLY WORK WHEN YOU WERE IN ELEMENTARY SCHOOL?
(0=NO; 1=PART TIME; 2=FULL TIME)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	22686	2976	1.00	0.9	20697	2550	0.98	0.9	1989	426	1.13	0.9	0.15*	0.17
SEX:														
MALE	11109	1481	0.99	0.9	10096	1256	0.97	0.9	1013	225	1.13	0.9	0.17*	0.19
FEMALE	11577	1495	1.01	0.9	10601	1294	0.99	0.9	976	201	1.12	0.9	0.13*	0.15
SES:														
LOW	5328	683	1.08	0.9	4520	524	1.08	0.9	808	159	1.05	0.9	-0.03	-0.03
MIDDLE	10845	1455	1.02	0.9	10038	1275	1.00	0.9	807	180	1.18	0.8	0.18*	0.21
HIGH	5785	744	0.86	0.8	5566	687	0.85	0.8	219	56	1.08	0.9	0.23	0.28
RACE:														
WHITE	16513	2322	0.92	0.9	15305	2021	0.90	0.9	1208	300	1.08	0.9	0.18*	0.21
BLACK	2834	356	1.44	0.8	2519	295	1.47	0.8	315	61	1.31	0.8	-0.16	-0.20
ASIAN-AMERICAN	296	32	1.06	0.9	281	30	1.03	0.9	15	2	1.48	0.7	0.45	0.50
AMERICAN INDIAN	216	28	1.14	0.8	172	21	1.12	0.8	44	7	1.20	0.8	0.08	0.10
MEXICAN-AMERICAN	1679	126	1.03	0.9	1437	96	1.00	0.9	242	30	1.13	0.9	0.13	0.15
PUERTO RICAN	279	30	1.06	0.9	226	22	1.04	0.9	53	8	1.13	0.9	0.09	0.10
OTHER HISPANIC	796	73	1.14	0.9	695	58	1.13	0.9	101	15	1.21	0.9	0.09	0.10
SCHOOL TYPE:														
PUBLIC	19792	2699	1.01	0.9	17887	2291	0.99	0.9	1905	408	1.12	0.9	0.13*	0.15
PRIVATE	670	86	0.88	0.9	644	74	0.81	0.8	26	12	1.35	0.8	0.54	0.64
CATHOLIC	2224	191	0.87	0.8	2166	185	0.87	0.8	58	6	0.99	1.0	0.12	0.14
GEOGRAPHIC REGION:														
NORTHEAST	4916	652	0.91	0.9	4594	586	0.88	0.9	322	67	1.11	0.8	0.22*	0.26
NORTH CENTRAL	6675	858	0.95	0.8	6202	760	0.93	0.8	473	98	1.08	0.9	0.14	0.17
SOUTH	7101	973	1.11	0.9	6298	798	1.10	0.9	803	174	1.16	0.9	0.06	0.07
WEST	3994	492	0.99	0.9	3603	405	0.95	0.9	391	87	1.14	0.8	0.18	0.22
CURRICULUM:														
GENERAL	9937	1331	1.02	0.9	8887	1104	0.99	0.9	1050	228	1.14	0.9	0.14*	0.17
ACADEMIC	8009	987	0.94	0.9	7760	931	0.92	0.9	249	57	1.23	0.8	0.31*	0.36
VOCATIONAL	4318	603	1.04	0.9	3709	476	1.04	0.9	609	126	1.07	0.9	0.04	0.04
COMMUNITY TYPE:														
URBAN	4684	582	1.09	0.9	4137	471	1.06	0.9	547	111	1.20	0.8	0.14	0.16
SUBURBAN	11325	1437	0.95	0.9	10485	1256	0.93	0.9	840	181	1.08	0.9	0.15*	0.18
RURAL	6677	957	1.02	0.9	6075	823	1.00	0.9	602	134	1.12	0.9	0.12	0.14

NOTE: WEIGHTED N IS IN THOUSANDS

Table 3-26

DID YOUR MOTHER USUALLY WORK WHEN YOU WERE IN HIGH SCHOOL?
(0=NO; 1=PART TIME; 2=FULL TIME)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	23253	3058	1.18	0.8	21167	2609	1.17	0.8	2086	448	1.22	0.9	0.05	0.06
SEX:														
MALE	11382	1521	1.17	0.8	10331	1287	1.16	0.8	1051	234	1.19	0.9	0.03	0.03
FEMALE	11871	1537	1.19	0.8	10836	1322	1.18	0.8	1035	215	1.25	0.8	0.07	0.09
SES:														
LOW	5517	707	1.14	0.9	4670	541	1.16	0.9	847	166	1.08	0.9	-0.07	-0.08
MIDDLE	11088	1491	1.22	0.8	10253	1304	1.20	0.8	835	187	1.34	0.8	0.14*	0.17
HIGH	5852	753	1.13	0.8	5632	696	1.12	0.8	220	58	1.24	0.9	0.12	0.14
RACE:														
WHITE	16870	2377	1.14	0.8	15600	2061	1.13	0.8	1270	315	1.22	0.8	0.09	0.10
BLACK	2931	371	1.41	0.8	2604	306	1.44	0.8	327	65	1.27	0.9	-0.17	-0.21
ASIAN-AMERICAN	305	33	1.28	0.9	290	31	1.30	0.8	15	2	1.06	1.0	-0.24	-0.28
AMERICAN INDIAN	221	29	1.22	0.8	177	21	1.20	0.8	44	7	1.28	0.8	0.08	0.10
MEXICAN-AMERICAN	1729	131	1.12	0.9	1477	99	1.10	0.9	252	32	1.17	0.9	0.06	0.07
PUERTO RICAN	289	31	1.06	0.9	226	22	1.05	0.9	63	9	1.09	0.9	0.04	0.04
OTHER HISPANIC	828	77	1.28	0.8	728	61	1.29	0.8	100	15	1.24	0.8	-0.05	-0.06
SCHOOL TYPE:														
PUBLIC	20344	2778	1.19	0.8	18345	2350	1.18	0.8	1999	429	1.22	0.9	0.04	0.05
PRIVATE	682	89	1.10	0.8	653	75	1.07	0.8	29	13	1.25	0.9	0.18	0.22
CATHOLIC	2227	190	1.07	0.9	2169	184	1.07	0.9	58	6	1.07	0.8	-0.00	-0.00
GEOGRAPHIC REGION:														
NORTHEAST	5032	669	1.13	0.8	4693	598	1.13	0.8	339	71	1.18	0.9	0.05	0.06
NORTH CENTRAL	6819	880	1.15	0.8	6326	776	1.14	0.8	493	104	1.18	0.9	0.04	0.04
SOUTH	7326	1007	1.24	0.9	6482	824	1.24	0.9	844	183	1.23	0.8	-0.01	-0.01
WEST	4076	502	1.18	0.8	3666	411	1.16	0.8	410	90	1.29	0.8	0.13	0.16
CURRICULUM:														
GENERAL	10208	1373	1.18	0.8	9095	1130	1.18	0.8	1113	243	1.19	0.8	0.01	0.01
ACADEMIC	8125	1003	1.17	0.8	7867	944	1.16	0.8	258	58	1.39	0.9	0.23	0.27
VOCATIONAL	4480	625	1.18	0.9	3849	494	1.17	0.9	631	131	1.21	0.9	0.04	0.05
COMMUNITY TYPE:														
URBAN	4818	600	1.22	0.9	4246	483	1.21	0.9	572	117	1.25	0.9	0.04	0.05
SUBURBAN	11557	1469	1.18	0.8	10684	1281	1.16	0.8	873	188	1.25	0.8	0.09	0.11
RURAL	6878	988	1.16	0.9	6237	845	1.16	0.9	641	143	1.15	0.9	-0.01	-0.01

NOTE: WEIGHTED N IS IN THOUSANDS

Table 3-27

MY MOTHER KEEPS CLOSE TRACK OF HOW WELL I AM DOING IN SCHOOL
(PERCENT TRUE)

ALL SOPHOMORES-1980

	ALL SOPHOMORES			SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP			SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP			DROPOUTS MINUS STAYERS
	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	
TOTAL	24072	3159	89.1	21908	2695	90.4	2164	464	81.5	-8.9*
SEX:										
MALE	11827	1578	89.7	10725	1334	90.9	1102	243	82.8	-8.1*
FEMALE	12245	1581	88.6	11183	1360	89.9	1062	220	80.0	-9.9*
SES:										
LOW	5792	742	84.4	4906	566	86.0	886	176	79.3	-6.7*
MIDDLE	11405	1533	90.0	10543	1341	91.0	862	193	83.5	-7.5*
HIGH	6015	771	92.3	5784	712	93.0	231	59	83.8	-9.1*
RACE:										
WHITE	17308	2438	89.1	16005	2115	90.4	1303	323	80.2	-10.2*
BLACK	3140	397	90.3	2782	326	91.4	358	70	85.2	-6.2*
ASIAN-AMERICAN	308	33	86.4	293	31	87.5	15	2	71.2	-16.2
AMERICAN INDIAN	227	30	90.8	183	23	93.2	44	7	82.9	-10.3
MEXICAN-AMERICAN	1814	137	86.5	1560	105	87.4	254	33	83.8	-3.6
PUERTO RICAN	321	34	89.7	259	25	89.3	62	10	90.8	1.5
OTHER HISPANIC	875	81	89.3	764	64	91.5	111	17	80.7	-10.8*
SCHOOL TYPE:										
PUBLIC	21071	2873	88.8	18992	2428	90.1	2079	445	81.5	-8.5*
PRIVATE	700	88	92.8	674	76	93.8	26	12	86.0	-7.8
CATHOLIC	2301	198	92.7	2242	191	93.5	59	7	72.6	-20.9*
GEOGRAPHIC REGION:										
NORTHEAST	5241	694	89.4	4878	618	90.8	363	76	77.4	-13.4*
NORTH CENTRAL	6985	904	88.8	6475	795	90.3	510	109	78.2	-12.1*
SOUTH	7616	1043	89.4	6747	857	90.4	869	186	84.8	-5.6*
WEST	4230	517	88.6	3808	425	90.1	422	92	82.1	-8.0*
CURRICULUM:										
GENERAL	10572	1420	87.3	9423	1170	88.7	1149	250	81.0	-7.7*
ACADEMIC	8365	1029	92.5	8097	969	93.1	268	60	82.5	-10.6*
VOCATIONAL	4671	649	88.1	4009	512	89.8	662	136	81.7	-8.1*
COMMUNITY TYPE:										
URBAN	5073	631	89.6	4462	506	90.7	611	124	85.0	-5.8*
SUBURBAN	11896	1513	89.3	11003	1318	90.5	893	195	81.1	-9.3*
RURAL	7103	1015	88.6	6443	870	90.2	660	145	79.0	-11.1*

NOTE: WEIGHTED N IS IN THOUSANDS

Table 3-28

MY FATHER KEEPS CLOSE TRACK OF HOW WELL I AM DOING IN SCHOOL
(PERCENT TRUE)

ALL SOPHOMORES-1980

	ALL SOPHOMORES			SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP			SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP			
	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	DROPOUTS MINUS STAYERS
TOTAL	22244	2921	76.8	20360	2515	78.7	1884	407	64.8	-13.9*
SEX:										
MALE	10982	1463	77.8	10031	1253	79.5	951	210	67.5	-12.0*
FEMALE	11262	1458	75.7	10329	1262	77.9	933	196	61.9	-16.0*
SES:										
LOW	4961	634	64.6	4222	488	66.8	739	146	57.3	-9.5*
MIDDLE	10748	1447	77.2	9954	1269	78.7	794	178	66.8	-11.9*
HIGH	5874	753	86.5	5658	698	87.1	216	55	79.1	-8.0*
RACE:										
WHITE	16405	2306	78.4	15238	2015	80.4	1167	290	64.4	-16.0*
BLACK	2539	322	66.6	2268	268	67.4	271	54	62.9	-4.4
ASIAN-AMERICAN	298	31	85.9	287	30	86.4	11	2	76.2	-10.2
AMERICAN INDIAN	221	29	73.2	177	21	71.6	44	7	77.9	6.3
MEXICAN-AMERICAN	1651	123	73.7	1428	96	76.1	223	27	65.1	-11.1*
PUERTO RICAN	256	28	67.4	205	20	68.4	51	8	64.6	-3.8
OTHER HISPANIC	804	75	75.6	703	59	77.8	101	16	67.6	-10.2
SCHOOL TYPE:										
PUBLIC	19412	2647	76.0	17611	2259	78.0	1801	388	64.2	-13.8*
PRIVATE	677	86	84.4	650	74	85.5	27	12	77.8	-7.7
CATHOLIC	2155	188	84.4	2099	181	84.7	56	7	74.8	-10.0
GEOGRAPHIC REGION:										
NORTHEAST	4800	640	78.9	4494	574	80.5	306	65	64.2	-16.3*
NORTH CENTRAL	6549	851	77.7	6096	752	79.6	453	99	63.0	-16.5*
SOUTH	6967	953	73.8	6211	789	75.5	756	165	65.9	-9.5*
WEST	3928	478	78.2	3559	400	80.7	369	77	65.2	-15.6*
CURRICULUM:										
GENERAL	9775	1310	74.2	8759	1091	76.1	1016	219	64.9	-11.2*
ACADEMIC	7857	970	83.1	7627	917	83.8	230	53	70.5	-13.3*
VOCATIONAL	4202	587	72.9	3637	468	75.4	565	119	63.3	-12.1*
COMMUNITY TYPE:										
URBAN	4460	558	75.6	3956	452	77.4	504	106	68.0	-9.4*
SUBURBAN	11180	1420	78.6	10380	1249	80.3	800	171	66.1	-14.1*
RURAL	6604	943	74.7	6024	814	76.9	580	129	60.4	-16.5*

NOTE: WEIGHTED N IS IN THOUSANDS

Table 3-29

MY MOTHER KEEPS CLOSE TRACK OF HOW WELL I AM DOING IN SCHOOL
(PERCENT TRUE)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	19817	2544665	91.0	87.5	-3.5*
SEX:					
MALE	9548	1246547	91.6	87.4	-4.2*
FEMALE	10269	1298118	90.4	87.6	-2.9*
SES:					
LOW	4330	520469	86.6	84.5	-2.2*
MIDDLE	9628	1280630	91.5	87.6	-4.0*
HIGH	5308	678840	93.4	89.7	-3.7*
RACE:					
WHITE	14654	2016119	91.0	87.3	-3.7*
BLACK	2456	302866	91.8	88.6	-3.2*
ASIAN-AMERICAN	253	27515	87.2	85.0	-2.2
AMERICAN INDIAN	151	19451	95.0	87.6	-7.4
MEXICAN-AMERICAN	1360	93679	87.9	87.5	-0.4
PUERTO RICAN	229	22589	90.0	87.0	-3.0
OTHER HISPANIC	687	59515	92.5	88.5	-4.0
SCHOOL TYPE:					
PUBLIC	17083	2286260	90.7	87.1	-3.6*
PRIVATE	635	74653	93.6	87.7	-5.9*
CATHOLIC	2099	183752	93.9	92.0	-1.9
GEOGRAPHIC REGION:					
NORTHEAST	4471	590791	91.5	87.6	-3.9*
NORTH CENTRAL	5929	762098	90.7	86.9	-3.8*
SOUTH	6106	808532	91.2	88.4	-2.8*
WEST	3311	383244	90.4	86.5	-3.9*
CURRICULUM:					
GENERAL	6346	821399	89.2	85.5	-3.6*
ACADEMIC	8442	1050118	93.5	89.7	-3.8*
VOCATIONAL	4916	658939	89.5	86.6	-3.0*
COMMUNITY TYPE:					
URBAN	3938	467456	91.4	87.6	-3.8*
SUBURBAN	9929	1236014	91.1	87.1	-4.0*
RURAL	5950	841195	90.7	88.1	-2.6*

Table 3-30

MY FATHER KEEPS CLOSE TRACK OF HOW WELL I AM DOING IN SCHOOL
(PERCENT TRUE)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	17730	2287732	80.5	76.9	-3.6*
SEX:					
MALE	8604	1127450	80.9	77.8	-3.0*
FEMALE	9126	1160281	80.1	76.0	-4.1*
SES:					
LOW	3430	411871	69.1	66.5	-2.6
MIDDLE	8795	1173372	80.4	76.8	-3.6*
HIGH	5124	657202	87.6	83.6	-4.0*
RACE:					
WHITE	13627	1876608	81.6	78.0	-3.6*
BLACK	1764	217207	71.9	69.1	-2.9
ASIAN-AMERICAN	242	25873	84.8	79.9	-4.9
AMERICAN INDIAN	132	16662	80.5	76.5	-4.0
MEXICAN-AMERICAN	1190	81568	77.0	74.6	-2.4
PUERTO RICAN	166	17230	72.2	68.9	-3.4
OTHER HISPANIC	587	50034	82.5	73.4	-9.1*
SCHOOL TYPE:					
PUBLIC	15233	2046559	79.8	76.3	-3.6*
PRIVATE	596	70764	86.0	81.6	-4.4
CATHOLIC	1901	170409	85.8	82.2	-3.6*
GEOGRAPHIC REGION:					
NORTHEAST	3979	533233	82.0	78.3	-3.7*
NORTH CENTRAL	5414	699797	80.9	76.5	-4.4*
SOUTH	5335	703163	78.1	75.5	-2.6*
WEST	3002	351539	82.1	78.2	-3.8*
CURRICULUM:					
GENERAL	5640	733576	77.3	72.7	-4.6*
ACADEMIC	7749	968738	86.0	82.1	-3.9*
VOCATIONAL	4256	574642	75.2	73.4	-1.8
COMMUNITY TYPE:					
URBAN	3269	391876	79.9	75.8	-4.1*
SUBURBAN	9104	1139352	81.7	77.8	-3.9*
RURAL	5357	756503	78.9	76.1	-2.8*

Table 3-31

SINCE THE BEGINNING OF THIS SCHOOL YEAR, HOW OFTEN HAVE YOUR PARENTS PHONED OR SAW A TEACHER, COUNSELOR OR PRINCIPAL?
(1=NEVER; 3=OFTEN)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	22822	2641686	1.51	0.6
SEX:				
MALE	11143	1303424	1.55	0.6
FEMALE	11679	1338263	1.48	0.6
SES:				
LOW	4670	503584	1.50	0.6
MIDDLE	10144	1209275	1.49	0.6
HIGH	5517	636613	1.53	0.6
RACE:				
WHITE	16597	2072483	1.48	0.6
BLACK	2925	317563	1.71	0.7
ASIAN-AMERICAN	317	32147	1.39	0.6
AMERICAN INDIAN	194	22345	1.65	0.6
MEXICAN-AMERICAN	1595	98924	1.49	0.6
PUERTO RICAN	282	24054	1.64	0.7
OTHER HISPANIC	836	66216	1.56	0.6
SCHOOL TYPE:				
PUBLIC	19821	2372442	1.52	0.6
PRIVATE	737	78898	1.54	0.6
CATHOLIC	2264	190346	1.47	0.6
GEOGRAPHIC REGION:				
NORTHEAST	5357	643061	1.55	0.6
NORTH CENTRAL	6715	776599	1.48	0.6
SOUTH	6796	808327	1.52	0.6
WEST	3954	413700	1.52	0.6
CURRICULUM:				
GENERAL	7499	869533	1.53	0.6
ACADEMIC	9311	1048878	1.50	0.6
VOCATIONAL	5877	707973	1.52	0.6
COMMUNITY TYPE:				
URBAN	4772	508437	1.55	0.6
SUBURBAN	11403	1292477	1.52	0.6
RURAL	6647	840773	1.49	0.6

Table 3-32

SINCE THE BEGINNING OF THIS SCHOOL YEAR, HOW OFTEN HAVE YOUR PARENTS ATTENDED A PARENT-TEACHER CONFERENCE?
(1=NEVER; 3=OFTEN)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	22838	2638245	1.50	0.7
SEX:				
MALE	11136	1298863	1.51	0.7
FEMALE	11702	1339382	1.48	0.7
SES:				
LOW	4677	502792	1.41	0.6
MIDDLE	10153	1208747	1.50	0.7
HIGH	5518	635282	1.57	0.7
RACE:				
WHITE	16603	2070996	1.49	0.7
BLACK	2919	315734	1.55	0.7
ASIAN-AMERICAN	314	31855	1.43	0.6
AMERICAN INDIAN	193	22132	1.40	0.6
MEXICAN-AMERICAN	1607	99425	1.44	0.6
PUERTO RICAN	283	23975	1.55	0.7
OTHER HISPANIC	842	66189	1.51	0.7
SCHOOL TYPE:				
PUBLIC	19815	2368386	1.48	0.7
PRIVATE	745	79266	1.61	0.6
CATHOLIC	2278	190593	1.69	0.7
GEOGRAPHIC REGION:				
NORTHEAST	5355	641833	1.50	0.6
NORTH CENTRAL	6719	776539	1.63	0.7
SOUTH	6800	805916	1.38	0.6
WEST	3964	413958	1.46	0.6
CURRICULUM:				
GENERAL	7503	868917	1.49	0.7
ACADEMIC	9337	1049972	1.54	0.7
VOCATIONAL	5863	704491	1.44	0.6
COMMUNITY TYPE:				
URBAN	4783	507692	1.49	0.7
SUBURBAN	11408	1290706	1.48	0.6
RURAL	6647	839847	1.52	0.7

Table 3-33

SINCE THE BEGINNING OF THIS SCHOOL YEAR, HOW OFTEN HAVE YOUR PARENTS DONE VOLUNTEER WORK FOR SCHOOL PROJECTS?
(1=NEVER; 3=OFTEN)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	22831	2638591	1.38	0.6
SEX:				
MALE	11134	1299620	1.37	0.6
FEMALE	11697	1338971	1.39	0.6
SES:				
LOW	4685	503613	1.24	0.5
MIDDLE	10151	1208850	1.37	0.6
HIGH	5516	635700	1.54	0.7
RACE:				
WHITE	16602	2071426	1.40	0.6
BLACK	2914	315246	1.33	0.6
ASIAN-AMERICAN	315	31901	1.29	0.6
AMERICAN INDIAN	195	22425	1.36	0.6
MEXICAN-AMERICAN	1605	99390	1.32	0.6
PUERTO RICAN	282	23791	1.15	0.4
OTHER HISPANIC	842	66495	1.29	0.6
SCHOOL TYPE:				
PUBLIC	19805	2367614	1.35	0.6
PRIVATE	746	79837	1.66	0.7
CATHOLIC	2280	191140	1.64	0.7
GEOGRAPHIC REGION:				
NORTHEAST	5353	641770	1.35	0.6
NORTH CENTRAL	6709	775305	1.38	0.6
SOUTH	6808	807567	1.41	0.6
WEST	3961	413948	1.36	0.6
CURRICULUM:				
GENERAL	7484	866582	1.32	0.6
ACADEMIC	9349	1052227	1.50	0.7
VOCATIONAL	5864	705105	1.28	0.6
COMMUNITY TYPE:				
URBAN	4776	507133	1.30	0.6
SUBURBAN	11411	1291802	1.39	0.6
RURAL	6644	839656	1.41	0.6

Table 3-34

SINCE THE BEGINNING OF THIS SCHOOL YEAR, HOW OFTEN HAVE YOUR PARENTS ATTENDED A PTA MEETING?
(1=NEVER; 3=OFTEN)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	22820	2636760	1.26	0.5
SEX:				
MALE	11125	1297298	1.27	0.5
FEMALE	11695	1339462	1.26	0.5
SES:				
LOW	4690	503644	1.22	0.5
MIDDLE	10127	1206033	1.24	0.5
HIGH	5510	635218	1.33	0.6
RACE:				
WHITE	16571	2067654	1.23	0.5
BLACK	2933	317502	1.45	0.6
ASIAN-AMERICAN	314	31970	1.31	0.5
AMERICAN INDIAN	193	22134	1.21	0.5
MEXICAN-AMERICAN	1603	99287	1.30	0.6
PUERTO RICAN	286	24112	1.25	0.5
OTHER HISPANIC	844	66169	1.27	0.5
SCHOOL TYPE:				
PUBLIC	19810	2366936	1.24	0.5
PRIVATE	740	79272	1.45	0.7
CATHOLIC	2270	190552	1.46	0.7
GEOGRAPHIC REGION:				
NORTHEAST	5339	639815	1.25	0.5
NORTH CENTRAL	6695	774163	1.20	0.5
SOUTH	6826	809300	1.34	0.6
WEST	3960	413483	1.24	0.5
CURRICULUM:				
GENERAL	7489	867427	1.22	0.5
ACADEMIC	9327	1049526	1.32	0.6
VOCATIONAL	5872	705262	1.23	0.5
COMMUNITY TYPE:				
URBAN	4788	508312	1.31	0.6
SUBURBAN	11397	1289848	1.26	0.5
RURAL	6635	838601	1.24	0.5

Table 3-35

SINCE THE BEGINNING OF THIS SCHOOL YEAR, HOW OFTEN HAVE YOUR PARENTS VISITED CLASSES?
(1=NEVER; 3=OFTEN)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	22621	2615153	1.24	0.5
SEX:				
MALE	11032	1288065	1.24	0.5
FEMALE	11589	1327088	1.23	0.5
SES:				
LOW	4629	498071	1.22	0.5
MIDDLE	10057	1197746	1.22	0.5
HIGH	5469	631322	1.27	0.5
RACE:				
WHITE	16473	2055649	1.21	0.4
BLACK	2872	310492	1.37	0.6
ASIAN-AMERICAN	316	32028	1.24	0.4
AMERICAN INDIAN	194	22223	1.30	0.5
MEXICAN-AMERICAN	1582	97856	1.30	0.5
PUERTO RICAN	283	24467	1.38	0.6
OTHER HISPANIC	826	64530	1.29	0.5
SCHOOL TYPE:				
PUBLIC	19633	2347418	1.23	0.5
PRIVATE	735	78474	1.25	0.5
CATHOLIC	2253	189260	1.27	0.5
GEOGRAPHIC REGION:				
NORTHEAST	5302	635962	1.25	0.5
NORTH CENTRAL	6658	770285	1.21	0.5
SOUTH	6740	799370	1.24	0.5
WEST	3921	409536	1.25	0.5
CURRICULUM:				
GENERAL	7429	860397	1.21	0.5
ACADEMIC	9263	1043229	1.25	0.5
VOCATIONAL	5798	697092	1.25	0.5
COMMUNITY TYPE:				
URBAN	4723	502249	1.30	0.5
SUBURBAN	11304	1279516	1.23	0.5
RURAL	6594	833387	1.22	0.5

16. Non-School Learning

One way in which parents contribute to their children's education is by providing them with out-of-school learning opportunities, such as visits to museums, music lessons, travel, etc. The extent of these opportunities was determined for all sophomores in 1980 (see Table 3-36). As can be seen, the typical sophomore reported having had 2.96 of five non-school learning experiences. Sophomores who remained in high school had significantly more non-school learning experiences (3.01) than did sophomores who later became dropouts (2.65). Females reported more non-school learning experiences than males. Whites and Asian Americans reported more non-school learning experiences than other racial/ethnic groups. Non-school learning experiences increased with SES, were higher among students in nonpublic than in public schools, and were higher for students in the academic curriculum.

17. Study Aids in the Home

The students were asked in 1980 and in 1982 if they had any of six study aids: a place to study, newspaper, encyclopedia, typewriter, books, and calculator. The results, a mean of the number of study aids available, are shown in Tables 3-37 and 3-38. In 1980 the mean for all sophomores was 4.48; sophomores who remained in school averaged 4.57 study aids while those who later became dropouts averaged only 3.94, a significant difference. The mean number of study aids in the homes of the in-school panel of students increased slightly but significantly between the students' sophomore and senior years from 4.59 to 4.76. This increase was greatest in the homes of low SES students and in the homes of Asian-American, Black and Mexican-American students.

In 1982 the seniors were also asked if they had a microcomputer or mini-computer in their home. The results are shown in Table 3-39. As can be seen, 8 percent of the seniors reported having a computer. Computers were found most often in the homes of private school students, high SES students, males, and students living in the West.

18. Summary

In summary, the average student in this study was about 15.5 years old at the time the 1980 data was collected from the sophomores. This student had lived in the United States for most or all of her/his life, had been read to as a preschooler about once a week, attended kindergarten, and had few Black or Hispanic classmates prior to high school. About one-third of the students had changed schools and about 13 percent had repeated a grade. About 8 percent of the sophomores had a limiting physical condition. About 70 percent of the sophomores reported that they lived with both natural parents; the mean number of siblings was 3.04. The majority of students reported that their parents had spent most or all of their lives in the United States. The average parent had completed high school. Maternal employment had increased as the students became older. The average student reported that his/her parents, especially the mother, kept close track of school progress.

Table 3-36

NON-SCHOOL LEARNING EXPERIENCES
(COUNT OF MUSIC LESSONS, OUT-OF-STATE TRAVEL, DANCE LESSONS, MUSEUM, TRAVEL OUTSIDE U.S.)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	24518	3222	2.96	1.1	22264	2738	3.01	1.1	2254	483	2.65	1.2	-0.36*	-0.32
SEX:														
MALE	12030	1609	2.77	1.0	10884	1355	2.81	1.0	1146	254	2.54	1.1	-0.27*	-0.26
FEMALE	12488	1613	3.14	1.2	11380	1383	3.20	1.2	1108	229	2.77	1.2	-0.43*	-0.37
SES:														
LOW	5940	763	2.40	1.1	5015	578	2.41	1.1	925	185	2.36	1.2	-0.04	-0.04
MIDDLE	11597	1561	2.99	1.0	10704	1362	3.01	1.0	893	199	2.81	1.1	-0.20*	-0.20
HIGH	6096	783	3.53	1.0	5856	722	3.55	1.0	240	61	3.22	1.1	-0.33*	-0.34
RACE:														
WHITE	17614	2485	3.06	1.1	16264	2150	3.11	1.1	1350	335	2.74	1.1	-0.37*	-0.35
BLACK	3195	405	2.49	1.2	2822	332	2.52	1.2	373	73	2.31	1.3	-0.21	-0.18
ASIAN-AMERICAN	326	34	3.27	1.3	308	32	3.27	1.3	18	2	3.29	1.5	0.02	0.02
AMERICAN INDIAN	251	32	2.62	1.2	197	24	2.58	1.2	54	9	2.71	1.3	0.13	0.11
MEXICAN-AMERICAN	1832	137	2.65	1.2	1566	103	2.73	1.2	266	34	2.40	1.2	-0.33	-0.28
PUERTO RICAN	326	35	2.89	1.1	259	25	2.86	1.2	67	11	2.98	1.0	0.12	0.11
OTHER HISPANIC	894	82	2.83	1.2	783	66	2.87	1.2	111	17	2.67	1.3	-0.20	-0.16
SCHOOL TYPE:														
PUBLIC	21468	2928	2.92	1.1	19304	2467	2.97	1.1	2164	462	2.64	1.2	-0.33*	-0.29
PRIVATE	718	92	3.45	1.0	689	78	3.55	1.0	29	13	2.88	0.8	-0.67	-0.69
CATHOLIC	2332	201	3.29	1.0	2271	193	3.31	1.0	61	8	2.84	0.7	-0.46*	-0.46
GEOGRAPHIC REGION:														
NORTHEAST	5346	709	3.14	1.1	4965	629	3.18	1.1	381	81	2.87	1.1	-0.31*	-0.29
NORTH CENTRAL	7060	915	3.01	1.1	6531	802	3.06	1.0	529	114	2.66	1.1	-0.40*	-0.39
SOUTH	7778	1067	2.67	1.2	6866	872	2.72	1.2	912	195	2.44	1.2	-0.29*	-0.25
WEST	4334	530	3.19	1.1	3902	436	3.25	1.1	432	94	2.90	1.1	-0.35*	-0.31
CURRICULUM:														
GENERAL	10801	1452	2.87	1.1	9588	1189	2.92	1.1	1213	263	2.66	1.1	-0.27*	-0.24
ACADEMIC	8475	1045	3.32	1.0	8195	982	3.34	1.0	280	63	2.97	1.1	-0.37*	-0.36
VOCATIONAL	4766	663	2.62	1.2	4097	523	2.64	1.1	669	139	2.56	1.2	-0.08	-0.07
COMMUNITY TYPE:														
URBAN	5166	643	2.91	1.1	4525	513	2.96	1.1	641	130	2.73	1.1	-0.24*	-0.21
SUBURBAN	12111	1540	3.10	1.1	11187	1340	3.16	1.1	924	201	2.72	1.2	-0.44*	-0.40
RURAL	7241	1038	2.77	1.1	6552	886	2.81	1.1	689	152	2.49	1.1	-0.32*	-0.29

NOTE: WEIGHTED N IS IN THOUSANDS

Table 3-37

NUMBER OF STUDY AIDS AVAILABLE IN THE HOME
(COUNT OF PLACE TO STUDY, NEWSPAPER, ENCYCLOPEDIA,TYPEWRITER, BOOKS, CALCULATOR)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	22497	2962	4.48	1.4	20515	2535	4.57	1.3	1982	427	3.94	1.6	-0.63*	-0.48
SEX:														
MALE	10834	1452	4.50	1.4	9848	1232	4.59	1.3	986	220	4.03	1.6	-0.55*	-0.41
FEMALE	11663	1510	4.46	1.3	10667	1303	4.56	1.3	996	207	3.84	1.5	-0.72*	-0.55
SES:														
LOW	5348	685	3.22	1.4	4496	516	3.28	1.4	852	169	3.04	1.5	-0.24	-0.17
MIDDLE	10885	1471	4.68	1.1	10070	1288	4.72	1.0	815	183	4.41	1.2	-0.32*	-0.30
HIGH	5797	747	5.32	0.8	5578	690	5.33	0.8	219	57	5.28	0.9	-0.04	-0.05
RACE:														
WHITE	16462	2324	4.65	1.2	15252	2022	4.73	1.2	1210	302	4.13	1.5	-0.60*	-0.50
BLACK	2738	347	3.85	1.6	2424	286	3.91	1.5	314	61	3.55	1.7	-0.36	-0.23
ASIAN-AMERICAN	311	33	4.61	1.5	295	31	4.65	1.4	16	2	4.11	1.5	-0.54	-0.37
AMERICAN INDIAN	217	29	3.94	1.6	173	21	4.17	1.5	44	7	3.26	1.7	-0.91	-0.59
MEXICAN-AMERICAN	1634	121	3.67	1.6	1404	92	3.77	1.6	230	29	3.34	1.6	-0.43	-0.26
PUERTO RICAN	283	30	3.63	1.5	225	21	3.75	1.5	58	9	3.34	1.5	-0.40	-0.27
OTHER HISPANIC	795	72	4.18	1.5	693	57	4.32	1.4	102	15	3.64	1.5	-0.69	-0.47
SCHOOL TYPE:														
PUBLIC	19646	2684	4.43	1.4	17748	2278	4.52	1.3	1898	407	3.92	1.6	-0.60*	-0.45
PRIVATE	690	88	5.06	1.0	662	74	5.17	1.0	28	13	4.42	1.1	-0.76	-0.76
CATHOLIC	2161	190	5.00	1.1	2105	183	5.03	1.0	56	7	4.28	1.5	-0.75	-0.72
GEOGRAPHIC REGION:														
NORTHEAST	4999	665	4.69	1.2	4658	593	4.76	1.2	341	72	4.16	1.5	-0.60*	-0.49
NORTH CENTRAL	6447	843	4.59	1.3	5984	744	4.67	1.2	463	100	3.98	1.5	-0.69*	-0.57
SOUTH	6962	952	4.21	1.5	6169	782	4.30	1.5	793	170	3.80	1.6	-0.49*	-0.34
WEST	4089	502	4.56	1.3	3704	417	4.67	1.3	385	85	3.99	1.5	-0.68*	-0.53
CURRICULUM:														
GENERAL	9863	1331	4.37	1.4	8774	1094	4.47	1.3	1089	237	3.91	1.5	-0.56*	-0.42
ACADEMIC	8028	992	4.88	1.1	7776	936	4.91	1.1	252	56	4.39	1.4	-0.52*	-0.46
VOCATIONAL	4195	585	4.14	1.5	3630	466	4.22	1.4	565	119	3.81	1.6	-0.41*	-0.28
COMMUNITY TYPE:														
URBAN	4676	587	4.40	1.4	4110	471	4.49	1.4	566	117	4.00	1.5	-0.50*	-0.36
SUBURBAN	11190	1420	4.63	1.3	10379	1245	4.72	1.2	811	176	4.02	1.6	-0.70*	-0.56
RURAL	6631	954	4.31	1.4	6026	819	4.40	1.4	605	135	3.79	1.6	-0.61*	-0.44

NOTE: WEIGHTED N IS IN THOUSANDS

Table 3-38

NUMBER OF STUDY AIDS AVAILABLE IN THE HOME
(COUNT OF PLACE TO STUDY, NEWSPAPER, ENCYCLOPEDIA,TYPEWRITER, BOOKS, CALCULATOR)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	19484	2512115	4.59	1.3	4.76	1.3	1.3	0.2*	0.1
SEX:									
MALE	9242	1213355	4.61	1.3	4.78	1.3	1.3	0.2*	0.1
FEMALE	10242	1298761	4.57	1.3	4.74	1.2	1.3	0.2*	0.1
SES:									
LOW	4223	504921	3.30	1.4	3.82	1.5	1.4	0.5*	0.4
MIDDLE	9605	1283563	4.73	1.0	4.83	1.1	1.1	0.1*	0.1
HIGH	5319	684236	5.33	0.8	5.35	0.9	0.8	0.0	0.0
RACE:									
WHITE	14577	2013101	4.73	1.2	4.87	1.2	1.2	0.1*	0.1
BLACK	2251	277812	3.93	1.5	4.25	1.5	1.5	0.3*	0.2
ASIAN-AMERICAN	282	30762	4.62	1.5	5.05	1.1	1.3	0.4*	0.3
AMERICAN INDIAN	160	21177	4.20	1.5	4.53	1.4	1.4	0.3	0.2
MEXICAN-AMERICAN	1329	90681	3.79	1.6	4.12	1.5	1.6	0.3*	0.2
PUERTO RICAN	206	20049	3.78	1.5	4.10	1.5	1.5	0.3	0.2
OTHER HISPANIC	654	55644	4.33	1.5	4.54	1.4	1.4	0.2	0.2
SCHOOL TYPE:									
PUBLIC	16814	2256493	4.53	1.3	4.71	1.3	1.3	0.2*	0.1
PRIVATE	632	73015	5.20	1.0	5.15	1.0	1.0	-0.0	-0.0
CATHOLIC	2038	182608	5.03	1.0	5.21	0.9	1.0	0.2*	0.2
GEOGRAPHIC REGION:									
NORTHEAST	4434	587256	4.77	1.2	4.91	1.2	1.2	0.1*	0.1
NORTH CENTRAL	5703	742096	4.67	1.2	4.81	1.2	1.2	0.1*	0.1
SOUTH	5850	774252	4.32	1.4	4.56	1.4	1.4	0.2*	0.2
WEST	3497	408511	4.68	1.3	4.82	1.2	1.3	0.1*	0.1
CURRICULUM:									
GENERAL	6278	814394	4.40	1.3	4.59	1.3	1.3	0.2*	0.1
ACADEMIC	8351	1045514	4.92	1.1	5.06	1.1	1.1	0.1*	0.1
VOCATIONAL	4763	640458	4.29	1.4	4.48	1.4	1.4	0.2*	0.1
COMMUNITY TYPE:									
URBAN	3873	462880	4.51	1.3	4.71	1.3	1.3	0.2*	0.2
SUBURBAN	9850	1233228	4.73	1.2	4.89	1.2	1.2	0.2*	0.1
RURAL	5761	816008	4.42	1.3	4.59	1.3	1.3	0.2*	0.1

Table 3-39

DO YOU HAVE A MICROCOMPUTER OR MINICOMPUTER IN YOUR HOME?
(0=NO; 1=YES)

1982 SENIORS

	SAMPLE N	WEIGHTED N	PERCENT
TOTAL	23165	2675934	8.0
SEX:			
MALE	11366	1326937	10.2
FEMALE	11799	1348998	5.9
SES:			
LOW	4716	507369	3.8
MIDDLE	10248	1221144	6.8
HIGH	5592	644364	12.2
RACE:			
WHITE	16780	2095313	8.3
BLACK	2976	321464	5.5
ASIAN-AMERICAN	339	35181	9.9
AMERICAN INDIAN	206	23849	9.7
MEXICAN-AMERICAN	1679	104472	7.4
PUERTO RICAN	283	24191	7.2
OTHER HISPANIC	858	67369	9.3
SCHOOL TYPE:			
PUBLIC	20136	2405262	7.8
PRIVATE	737	78270	13.3
CATHOLIC	2292	192403	8.7
GEOGRAPHIC REGION:			
NORTHEAST	5365	642799	7.6
NORTH CENTRAL	6765	781745	7.6
SOUTH	6915	821029	7.5
WEST	4120	430361	10.4
CURRICULUM:			
GENERAL	7622	882033	7.8
ACADEMIC	9420	1060162	8.1
VOCATIONAL	5997	719832	8.1
COMMUNITY TYPE:			
URBAN	4902	519517	7.7
SUBURBAN	11624	1317992	9.0
RURAL	6639	838426	6.6

But parental involvement with the school was low. The typical family provided multiple opportunities for non-school learning and a variety of study aids in the home. There were substantial variations, especially across socioeconomic groups. Students who later became dropouts showed considerable differences on most variables from students who remained in school. Differences were especially large for students' age, number of school changes, and household structure.

Chapter 4

SCHOOL CHARACTERISTICS, SCHOOL RESOURCES AND SCHOOL POLICIES AND PRACTICES

This chapter describes the schools that students in the sample attended between 1980 and 1982. Three areas are examined: (1) student body characteristics, (2) school resources, and (3) school policies and practices. Data are drawn from the school questionnaires unless otherwise noted. Schools are grouped by five classification variables: (1) average SES of their students, (2) school type, (3) geographic region, (4) community type, and (5) size.

There were 1,015 schools that participated in the Base Year survey in 1980; 997 responded to the school questionnaire. Forty of the 1,015 schools were dropped from the 1982 follow-up survey because they had closed, had merged with other schools, or had no sophomores in the Base Year. Seventeen schools that received en bloc transfers of all students from Base Year survey schools were added to the sample, for a total of 992 schools. School questionnaires were obtained from 956 of the Base Year schools and 14 of the "transfer" schools. When we report data in this chapter for 1980 only, we use answers drawn from the 997 respondents to the Base Year questionnaire. When data are reported for both 1980 and 1982, the sample is restricted to the schools that answered both the 1980 and 1982 school questionnaires.

A. SCHOOL CHARACTERISTICS

Students' achievement, attitudes, and behavior are influenced by the demographic makeup of the schools they attend as well as by their personal characteristics. For example, the educational programs provided in a school will be designed to meet the educational and occupational plans of its students and their special educational needs. Schools with 70 percent of their students bound for college will provide more "college prep" courses than a school where fewer than 30 percent go on to an academic, post-secondary program. Schools with large numbers of students in need of remediation will have to focus more resources on a basic skills curriculum than will schools with few such students. The 1980 school questionnaire contains five measures of student body composition: (1) racial/ethnic composition; (2) student absenteeism and dropout rates; (3) percentage of students classified as needing special educational services; (4) percentage of college-bound students; and (5) percentage of schools with special entrance requirements.

1. Racial/Ethnic Composition

Table 4-1 shows the percentage of high schools that were predominately White, predominately non-White, and integrated in 1980. More than one-half of the schools were 95 to 100 percent White, 35 percent were 50 to 94 percent White, and 12 percent were predominately non-White. These figures vary widely, however, when schools are grouped by the five

Table 4-1

PERCENT OF STUDENTS WHO ARE WHITE, 1980

	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	% WITH 0-49 %	% WITH 50-79 %	% WITH 80-94 %	% WITH 95-100 %
TOTAL	960	20044	11.5	15.3	19.8	53.4
AVERAGE SES OF SCHOOL:						
LOW	227	4408	37.0	14.4	15.1	33.4
MEDIUM	475	10566	4.1	17.6	15.5	62.8
HIGH	244	4946	4.9	10.0	33.1	52.0
SCHOOL TYPE:						
PUBLIC	841	15454	12.6	15.9	18.4	53.1
CATHOLIC	81	1542	6.7	24.8	32.9	35.7
PRIVATE	37	3026	8.7	6.3	20.4	64.6
GEOGRAPHIC REGION:						
NORTHEAST	205	3421	5.8	10.9	24.2	59.1
NORTH CENTRAL	270	5910	3.3	4.1	12.1	80.5
SOUTH	290	6715	20.1	27.1	20.4	32.4
WEST	194	3976	14.2	15.2	26.5	44.1
COMMUNITY TYPE:						
URBAN	242	3498	26.9	20.2	21.9	30.9
SUBURBAN	462	7118	6.2	16.6	27.9	49.3
RURAL	255	9407	9.8	12.2	12.9	65.1
SCHOOL SIZE:						
0 - 199	58	6016	6.8	9.5	16.8	66.9
200 - 499	109	4667	14.9	13.0	19.7	52.4
500 - 999	185	3688	10.5	18.6	16.0	55.0
1000 - 1999	364	3704	10.4	22.4	29.3	37.9
2000 & ABOVE	183	946	26.5	27.5	22.8	23.2

NOTE: PERCENTAGES ARE BASED ON WEIGHTED DATA.

classification variables. For example, 37 percent of the schools that had a student body with a low average SES were predominately minority, compared with 4 or 5 percent of the medium and high SES schools. A larger percentage of large schools (2,000 pupils or more) and of schools located in the South and in urban communities were predominately non-White. Catholic schools were more likely to have integrated student bodies; that is, 58 percent of Catholic schools had student bodies that were 50 to 94 percent White, while 34 percent of public schools had this composition.

Table 4-2 shows the percentage of schools that have varying concentrations of Black and Hispanic students. While 8 percent of all schools are estimated to be majority Black, 25 percent of low SES schools, 16 percent of schools in the South, and 18 percent of urban schools have this racial makeup. Six percent of the nation's schools are estimated to have an enrollment that is 20 percent or more Hispanic. This figure increases to 12 percent of low SES schools, 14 percent of Catholic schools, and 15 percent of schools located in the West.

Schools report that, on average, 5 percent of their students speak another language at home. (See Table 4-3.) This percentage is considerably higher in urban schools, in schools located in the West, and in schools enrolling 2,000 students or more. It is slightly higher in Catholic schools, reflecting the larger concentration of Hispanic students described above.

One factor affecting the racial/ethnic composition of the schools is court-ordered desegration. Table 4-4 shows the percent of high schools with a court desegregation order in effect in 1980. Thirteen percent of all schools fell under such an order, but the impact was greatest in the South and in urban communities.

2. Students' Absenteeism and Dropout Rates

Schools are grouped by approximate average daily attendance rates in Table 4-5. In 1980, 36 percent of the schools had high attendance rates (95 to 100 percent), while 6 percent showed high absenteeism (attendance rates of 0-84 percent). High absenteeism rates are found among low SES schools, schools located in the West, urban schools and large schools, while an above average percentage of Catholic schools and small schools reports low absenteeism rates.

Dropout rates are measured as the percent of high school sophomores who dropped out of school before graduation, as reported by the school administration. Table 4-6 shows that reported dropout rates declined slightly between 1980 and 1982, especially in low SES schools, and in schools located in the Northeast and South, while dropout rates increased in urban schools and the smaller schools (fewer than 1,000 students).

Table 4-2

PERCENT OF STUDENTS WHO ARE BLACK OR HISPANIC, 1980

	BLACK						HISPANIC					
	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	% WITH 0-4 %	% WITH 5-19 %	% WITH 20-49 %	% WITH 50-100 %	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	% WITH 0-4 %	% WITH 5-19 %	% WITH 20-49 %	% WITH 50-100 %
TOTAL	959	20033	68.3	14.3	9.8	7.7	960	20079	81.7	11.8	4.1	2.4
AVERAGE SES OF SCHOOL:												
LOW	227	4408	49.0	13.6	12.2	25.2	227	4415	81.4	7.1	4.4	7.1
MEDIUM	475	10566	76.5	11.1	10.3	2.1	475	10591	82.9	11.1	4.6	1.4
HIGH	243	4935	68.7	21.2	6.1	4.0	244	4950	80.1	17.5	1.9	0.4
SCHOOL TYPE:												
PUBLIC	840	15442	67.4	13.0	11.0	8.6	841	15488	83.6	10.2	4.0	2.2
CATHOLIC	81	1542	60.7	29.6	6.4	3.3	81	1542	68.0	18.3	11.1	2.6
PRIVATE	37	3026	77.1	12.5	5.2	5.2	37	3026	79.7	16.7	0.0	3.5
GEOGRAPHIC REGION:												
NORTHEAST	205	3421	67.2	19.8	9.8	3.2	205	3421	88.0	7.9	2.9	1.2
NORTH CENTRAL	270	5910	87.6	7.1	2.5	2.8	267	5899	94.8	3.6	1.6	0.0
SOUTH	289	6704	46.6	18.6	18.9	15.9	292	6750	83.6	9.9	4.1	2.4
WEST	194	3976	77.6	12.6	5.2	4.7	195	3987	54.4	30.5	8.1	7.0
COMMUNITY TYPE:												
URBAN	242	3498	44.9	19.3	17.8	18.0	241	3493	63.8	24.9	5.6	5.7
SUBURBAN	461	7106	65.8	20.8	9.5	3.9	460	7091	80.9	12.8	4.6	1.6
RURAL	255	9407	79.0	7.3	7.0	6.7	258	9473	89.1	6.2	2.9	1.7
SCHOOL SIZE:												
0 - 199	58	6016	79.8	9.9	4.9	5.3	58	6016	82.4	11.9	4.4	1.3
200 - 499	109	4667	73.5	8.1	8.7	9.7	109	4667	85.3	9.8	1.4	3.5
500 - 999	185	3688	62.3	19.0	12.1	6.7	185	3716	87.9	5.2	4.6	2.3
1000 - 1999	363	3693	55.2	22.7	14.2	7.9	365	3725	75.9	17.7	4.9	1.5
2000 & ABOVE	183	946	46.2	18.3	22.3	13.2	183	946	56.9	28.2	9.2	5.7

NOTE: PERCENTAGES ARE BASED ON WEIGHTED DATA.

Table 4-3

PERCENT OF STUDENTS SPEAKING ANOTHER LANGUAGE AT HOME, 1980

	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION
TOTAL	969	20467	4.85	14.17
AVERAGE SES OF SCHOOL:				
LOW	208	3835	7.22	17.17
MEDIUM	470	10504	4.66	15.50
HIGH	213	4266	3.73	6.52
SCHOOL TYPE:				
PUBLIC	788	14654	3.75	11.25
CATHOLIC	72	1395	5.57	10.85
PRIVATE	33	2565	11.66	25.79
GEOGRAPHIC REGION:				
NORTHEAST	188	3181	4.50	9.46
NORTH CENTRAL	252	5861	1.29	5.40
SOUTH	278	6358	3.69	10.75
WEST	175	3215	14.70	26.60
COMMUNITY TYPE:				
URBAN	222	2835	14.39	26.51
SUBURBAN	425	6655	4.44	12.07
RURAL	246	9124	2.44	8.02
SCHOOL SIZE:				
0 - 199	50	5319	5.14	16.87
200 - 499	104	4524	4.22	12.57
500 - 999	174	3586	4.08	12.92
1000 - 1999	348	3547	4.52	10.18
2000 & ABOVE	170	885	10.65	20.18

Table 4-4

PERCENT OF SCHOOLS WITH A COURT DESEGREGATION ORDER IN EFFECT, 1980

	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION
TOTAL	980	20081	13.31	33.97
AVERAGE SES OF SCHOOL:				
LOW	212	3875	21.07	40.78
MEDIUM	469	10385	8.56	27.97
HIGH	220	4101	15.98	36.64
SCHOOL TYPE:				
PUBLIC	805	14814	12.37	32.93
CATHOLIC	70	1302	15.12	35.82
PRIVATE	28	2174	14.65	35.37
GEOGRAPHIC REGION:				
NORTHEAST	188	3080	13.39	34.05
NORTH CENTRAL	257	5926	5.04	21.89
SOUTH	278	6464	23.28	42.26
WEST	180	2900	4.98	21.75
COMMUNITY TYPE:				
URBAN	223	2536	42.26	49.40
SUBURBAN	430	6652	11.61	32.03
RURAL	250	9181	5.62	23.04
SCHOOL SIZE:				
0 - 199	48	5004	9.34	29.10
200 - 499	103	4578	6.22	24.15
500 - 999	175	3590	11.92	32.41
1000 - 1999	358	3646	20.19	40.14
2000 & ABOVE	171	895	37.18	48.33

Table 4-5

AVERAGE DAILY PERCENT ATTENDANCE, 1980

	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	% WITH 0-84 %	% WITH 85-89 %	% WITH 90-94 %	% WITH 95-100 %
TOTAL	959	19996	5.8	9.7	48.7	35.8
AVERAGE SES OF SCHOOL:						
LOW	228	4305	14.7	11.8	53.7	19.8
MEDIUM	477	10649	2.9	8.9	48.0	40.3
HIGH	240	4917	4.3	9.1	45.6	41.0
SCHOOL TYPE:						
PUBLIC	840	15404	6.5	9.3	53.5	30.8
CATHOLIC	81	1544	0.2	1.3	26.5	71.9
PRIVATE	37	3026	5.2	15.6	35.8	43.4
GEOGRAPHIC REGION:						
NORTHEAST	203	3253	7.5	9.8	47.0	35.7
NORTH CENTRAL	274	6156	4.4	4.4	42.8	48.4
SOUTH	293	6626	2.6	10.5	60.2	26.7
WEST	188	3939	11.9	16.2	40.1	31.8
COMMUNITY TYPE:						
URBAN	242	3491	15.2	25.9	32.0	26.9
SUBURBAN	462	7065	5.6	7.2	53.0	34.2
RURAL	254	9419	2.4	5.4	51.8	40.4
SCHOOL SIZE:						
0 - 199	58	6016	8.3	9.9	40.2	41.6
200 - 499	108	4584	0.9	5.5	47.9	45.7
500 - 999	188	3769	3.4	10.1	48.3	38.2
1000 - 1999	362	3705	6.5	11.9	61.2	20.4
2000 & ABOVE	183	939	15.4	20.3	48.2	16.2

NOTE: PERCENTAGES ARE BASED ON WEIGHTED DATA.

Table 4-6

PERCENT OF SOPHOMORES DROPPING OUT BEFORE THEY GRADUATE

	1980 QUESTIONAIRE						1982 QUESTIONAIRE					
	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	% WITH 0-4 %	% WITH 5-9 %	% WITH 10-19 %	% WITH 20-100 %	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	% WITH 0-4 %	% WITH 5-9 %	% WITH 10-19 %	% WITH 20-100 %
TOTAL	899	18486	47.7	24.0	20.6	7.8	899	18486	47.8	25.6	19.7	6.9
AVERAGE SES OF SCHOOL:												
LOW	208	3830	34.7	11.7	32.9	20.8	208	3830	39.6	24.7	19.7	16.1
MEDIUM	469	10496	43.8	30.0	21.0	5.3	469	10496	43.0	31.4	22.6	3.0
HIGH	220	4148	69.6	20.1	8.2	2.0	220	4148	67.5	11.8	12.7	8.0
SCHOOL TYPE:												
PUBLIC	793	14667	37.5	27.2	25.6	9.8	793	14667	41.0	30.6	22.0	6.4
CATHOLIC	74	1411	89.7	8.9	1.3	0.0	74	1411	93.1	4.2	2.0	0.7
PRIVATE	32	2408	85.5	13.1	1.4	0.0	32	2408	62.9	7.9	16.1	13.1
GEOGRAPHIC REGION:												
NORTHEAST	184	3112	52.4	24.0	20.1	3.5	184	3112	61.0	25.5	10.3	3.2
NORTH CENTRAL	258	5926	50.4	28.2	17.4	4.1	258	5926	50.0	21.2	26.2	2.6
SOUTH	280	6349	45.0	18.6	25.3	11.1	280	6349	43.7	29.1	19.2	8.1
WEST	177	3099	43.4	26.9	17.5	12.2	177	3099	38.9	26.9	18.0	16.2
COMMUNITY TYPE:												
URBAN	219	2799	57.2	11.3	16.9	14.6	219	2799	44.6	14.5	25.0	15.9
SUBURBAN	427	6332	48.6	28.6	16.5	6.2	427	6332	53.6	27.0	14.7	4.6
RURAL	253	9355	44.3	24.6	24.4	6.8	253	9355	44.9	27.9	21.6	5.7
SCHOOL SIZE:												
0 - 199	47	4986	75.5	18.3	5.4	0.9	47	4986	56.7	15.3	20.7	7.4
200 - 499	106	4658	47.0	25.0	22.0	6.0	106	4658	50.5	30.2	16.0	3.4
500 - 999	174	3541	40.6	26.0	25.7	7.7	174	3541	46.2	30.8	17.7	5.2
1000 - 1999	351	3605	31.7	29.9	25.9	12.5	351	3605	38.9	30.2	22.5	8.4
2000 & ABOVE	166	861	22.5	28.8	25.0	23.7	166	861	38.2	22.3	26.8	12.7

NOTE: PERCENTAGES ARE BASED ON WEIGHTED DATA.

3. Students with Special Educational Needs

Table 4-7 shows the mean percent of students classified by schools as handicapped in 1980, 3.7 percent. A slightly larger percentage of students are classified as handicapped in low SES than in high SES schools, in urban than in rural schools, and in schools in the West. Little variation exists among schools grouped by size. Catholic schools have only 1 percent of their students classified as handicapped compared with 4 percent in public schools.

Tables 4-8 and 4-9 group schools by the percentage of students who needed remedial help in mathematics, reading, or English in 1982. Twenty-one percent of the schools reported 30 percent or more of their students needing remedial math help, and 18 percent of the schools reported 30 percent or more of their students needing remedial reading or English help. Considerable variation appears when schools are grouped by student SES, school type, region, and community type. Forty to 47 percent of low SES schools have large percentages of students needing remedial help, compared with 10 to 15 percent of medium and high SES schools. While public and Catholic schools do not differ a great deal in the percent of students needing remediation in mathematics, 20 percent of public schools report large numbers of students needing remedial reading or English help compared with 3 to 6 percent of Catholic schools. The need for remediation is also higher in the South and West than in the Northeast and North-Central regions, and in urban than in suburban or rural schools.

4. College-Bound Students

The concentration of college-bound students in schools is shown in Table 4-10. In 1982, 45 percent of the schools reported that 50 percent or more of their graduates attended a 2- or 4-year college. These percentages ranged, however, from 21 percent in low SES schools to 86 percent in high SES schools; from 37 percent in public schools to 92 percent in Catholic schools; and from 62 percent in urban schools to 39 percent in rural schools. In addition, a substantially larger percentage of schools in the Northeast had a majority of their students attend college than did schools in the other regions of the country.

5. Use of Entrance Requirements

It has been argued that the composition of students in public schools differs from that in Catholic and other private schools because the latter types of schools use entrance requirements to screen prospective students. Table 4-11 shows the percent of schools using any one of a number of special entrance requirements in 1982, and Table 4-12 shows the percent of schools with entrance requirements that include some form of testing. Three percent of the public schools and 67 percent of the Catholic schools reported using some form of entrance requirement in 1982. Four percent of low SES and 39 percent of high SES schools screened students. Only 36 percent of schools with entrance requirements used

Table 4-7

PERCENT OF STUDENTS CLASSIFIED AS HANDICAPPED, 1980

	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION
TOTAL	887	19012	3.73	5.89
AVERAGE SES OF SCHOOL:				
LOW	185	3503	4.84	5.24
MEDIUM	430	9929	3.57	4.89
HIGH	209	4148	2.86	5.06
SCHOOL TYPE:				
PUBLIC	720	13613	4.13	4.99
CATHOLIC	73	1410	1.14	1.92
PRIVATE	32	2564	2.47	5.86
GEOGRAPHIC REGION:				
NORTHEAST	171	2813	3.24	4.47
NORTH CENTRAL	242	5724	3.58	5.01
SOUTH	248	5950	3.46	3.90
WEST	164	3100	4.55	7.07
COMMUNITY TYPE:				
URBAN	204	2695	2.68	4.29
SUBURBAN	391	6216	3.31	4.99
RURAL	230	8676	4.20	5.24
SCHOOL SIZE:				
0 - 199	50	5319	3.67	6.91
200 - 499	100	4424	3.41	4.00
500 - 999	171	3514	4.05	4.77
1000 - 1999	341	3473	3.63	3.13
2000 & ABOVE	163	856	3.30	3.17

Table 4-8

PERCENT OF STUDENTS NEEDING REMEDIAL MATH HELP, 1982

	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	% WITH 0-9 %	% WITH 10-19 %	% WITH 20-29 %	% WITH 30-100 %
TOTAL	937	19477	22.5	35.2	21.4	21.0
AVERAGE SES OF SCHOOL:						
LOW	228	4246	4.5	27.2	20.8	47.5
MEDIUM	474	10611	25.8	38.1	21.4	14.8
HIGH	232	4606	31.6	35.8	21.9	10.7
SCHOOL TYPE:						
PUBLIC	828	15314	22.5	33.8	21.5	22.3
CATHOLIC	75	1440	35.0	33.5	14.7	16.8
PRIVATE	34	2723	16.0	44.1	24.4	15.5
GEOGRAPHIC REGION:						
NORTHEAST	198	3271	37.0	33.2	16.6	13.2
NORTH CENTRAL	259	5993	30.1	38.2	20.3	11.4
SOUTH	290	6608	11.2	36.3	22.4	30.1
WEST	190	3605	17.3	29.9	25.5	27.3
COMMUNITY TYPE:						
URBAN	231	3199	7.3	35.8	26.4	30.5
SUBURBAN	447	6668	29.1	32.4	19.7	18.8
RURAL	259	9609	23.0	36.9	20.9	19.3
SCHOOL SIZE:						
0 - 199	51	5476	18.7	42.6	21.4	17.3
200 - 499	105	4629	25.6	31.0	18.3	25.0
500 - 999	179	3679	26.2	37.7	19.0	17.0
1000 - 1999	356	3635	21.9	34.1	24.0	19.9
2000 & ABOVE	174	909	18.8	30.7	21.0	29.5

NOTE: PERCENTAGES ARE BASED ON WEIGHTED DATA.

Table 4-9

PERCENT OF STUDENTS NEEDING REMEDIAL READING OR ENGLISH HELP, 1982

	REMEDIAL READING						REMEDIAL ENGLISH					
	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	% WITH 0-9 %	% WITH 10-19 %	% WITH 20-29 %	% WITH 30-100 %	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	% WITH 0-9 %	% WITH 10-19 %	% WITH 20-29 %	% WITH 30-100 %
TOTAL	937	19451	21.3	38.6	22.1	18.1	923	18991	21.0	37.4	23.7	18.0
AVERAGE SES OF SCHOOL:												
LOW	229	4232	5.8	25.3	21.6	47.3	224	4069	3.1	32.8	21.9	42.2
MEDIUM	473	10455	22.2	43.5	23.9	10.4	465	10311	23.5	40.7	25.0	10.8
HIGH	232	4749	33.0	39.7	18.6	8.8	231	4596	31.1	34.0	22.4	12.5
SCHOOL TYPE:												
PUBLIC	829	15291	19.5	36.1	23.8	20.6	817	14998	20.2	36.2	24.3	19.3
CATHOLIC	74	1437	31.6	52.1	13.6	2.7	73	1428	30.7	47.5	16.4	5.5
PRIVATE	34	2723	25.7	45.4	17.3	11.6	33	2565	19.9	38.7	24.5	16.8
GEOGRAPHIC REGION:												
NORTHEAST	195	3225	31.6	46.1	13.7	8.6	190	3214	33.2	41.6	16.6	8.6
NORTH CENTRAL	265	6069	22.3	43.3	25.6	8.7	258	5955	24.2	38.6	26.9	10.3
SOUTH	285	6549	16.5	28.4	25.5	29.7	286	6385	12.4	33.6	26.0	28.1
WEST	192	3608	18.9	42.4	17.7	21.0	189	3438	19.9	38.3	20.6	21.2
COMMUNITY TYPE:												
URBAN	232	3047	14.1	33.6	23.6	28.6	227	3021	12.7	30.4	28.0	28.9
SUBURBAN	446	6832	26.6	39.4	18.2	15.8	441	6560	24.0	38.5	19.6	17.9
RURAL	259	9572	19.7	39.6	24.4	16.3	255	9409	21.5	38.8	25.2	14.5
SCHOOL SIZE:												
0 - 199	51	5476	17.7	40.0	24.9	17.4	50	5319	18.2	38.1	28.2	15.5
200 - 499	105	4652	24.5	37.2	19.1	19.1	101	4416	24.2	36.3	22.4	17.1
500 - 999	178	3640	23.3	42.2	20.4	14.2	178	3629	24.0	39.1	20.1	16.8
1000 - 1999	356	3630	22.9	35.8	22.2	19.1	354	3612	21.0	35.8	23.4	19.8
2000 & ABOVE	175	910	16.5	33.3	24.9	25.3	169	881	14.0	33.6	24.7	27.7

NOTE: PERCENTAGES ARE BASED ON WEIGHTED DATA.

Table 4-10

PERCENT OF LAST YEAR'S GRADUATES ATTENDING A 2 OR 4 YEAR COLLEGE

	1980 QUESTIONAIRE						1982 QUESTIONAIRE					
	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	% WITH 0-29 %	% WITH 30-49 %	% WITH 50-69 %	% WITH 70-100 %	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	% WITH 0-29 %	% WITH 30-49 %	% WITH 50-69 %	% WITH 70-100 %
TOTAL	920	18544	26.6	34.0	21.1	18.3	920	18544	21.4	33.3	25.1	20.3
AVERAGE SES OF SCHOOL:												
LOW	217	3891	51.7	37.7	8.5	2.0	217	3891	41.8	36.8	19.8	1.6
MEDIUM	475	10575	25.8	40.8	26.3	7.2	475	10575	18.7	42.6	28.5	10.2
HIGH	225	4064	4.5	12.8	19.8	62.9	225	4064	8.6	5.8	21.1	64.5
SCHOOL TYPE:												
PUBLIC	814	14853	31.0	39.1	22.1	7.8	814	14853	23.8	39.5	28.9	7.8
CATHOLIC	75	1440	0.0	13.6	23.4	63.0	75	1440	0.0	7.9	13.1	79.0
PRIVATE	31	2250	14.0	13.2	13.6	59.2	31	2250	19.1	8.5	7.3	65.1
GEOGRAPHIC REGION:												
NORTHEAST	195	3231	15.8	30.2	24.4	29.7	195	3231	10.5	27.9	27.8	33.9
NORTH CENTRAL	262	6002	17.8	45.7	23.8	12.6	262	6002	15.2	41.8	30.0	13.0
SOUTH	279	6185	36.4	27.2	18.5	18.0	279	6185	28.6	30.5	22.1	18.8
WEST	184	3126	35.1	28.9	17.8	18.2	184	3126	30.2	28.1	18.5	23.2
COMMUNITY TYPE:												
URBAN	226	2670	20.6	28.6	16.1	34.7	226	2670	16.1	22.2	20.3	41.4
SUBURBAN	440	6779	21.7	31.6	22.4	24.3	440	6779	20.1	31.9	23.3	24.7
RURAL	254	9095	31.9	37.4	21.7	9.1	254	9095	23.8	37.6	27.8	10.8
SCHOOL SIZE:												
0 - 199	48	5004	27.4	21.2	22.5	28.8	48	5004	23.3	20.7	20.2	35.9
200 - 499	103	4448	36.3	37.7	10.8	15.2	103	4448	29.9	34.6	24.1	11.3
500 - 999	178	3658	24.0	39.6	20.1	16.3	178	3658	21.6	37.4	23.4	17.6
1000 - 1999	360	3669	12.1	45.1	32.0	10.8	360	3669	10.4	40.2	34.1	15.3
2000 & ABOVE	175	912	13.4	29.4	32.6	24.6	175	912	8.8	31.8	34.2	25.1

NOTE: PERCENTAGES ARE BASED ON WEIGHTED DATA.

3

Table 4-11

PERCENT OF SCHOOLS WITH VARIOUS SPECIAL ENTRANCE REQUIREMENTS, 1982

	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION
TOTAL	956	19802	16.01	36.67
AVERAGE SES OF SCHOOL:				
LOW	215	3996	4.21	20.07
MEDIUM	474	10554	10.54	30.71
HIGH	227	4374	38.64	48.69
SCHOOL TYPE:				
PUBLIC	811	14943	3.37	18.03
CATHOLIC	74	1425	66.85	47.08
PRIVATE	33	2565	59.07	49.17
GEOGRAPHIC REGION:				
NORTHEAST	191	3203	23.56	42.44
NORTH CENTRAL	258	5927	7.26	25.95
SOUTH	283	6508	17.00	37.57
WEST	186	3295	20.61	40.45
COMMUNITY TYPE:				
URBAN	226	2853	35.44	47.83
SUBURBAN	440	6782	22.37	41.67
RURAL	252	9298	4.76	21.29
SCHOOL SIZE:				
0 - 199	50	5319	20.89	40.65
200 - 499	105	4653	17.27	37.80
500 - 999	177	3620	16.00	36.66
1000 - 1999	360	3658	9.84	29.79
2000 & ABOVE	176	914	5.10	22.01

Table 4-12

PERCENT OF SCHOOLS WHOSE ENTRANCE REQUIREMENT INCLUDES SOME FORM OF TEST, 1982

	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION
TOTAL	129	3006	36.07	48.02
AVERAGE SES OF SCHOOL:				
LOW	19	144	36.34	48.10
MEDIUM	42	1079	58.08	49.34
HIGH	62	1583	25.01	43.31
SCHOOL TYPE:				
PUBLIC	40	445	21.54	41.11
CATHOLIC	61	878	45.91	49.83
PRIVATE	22	1482	38.85	48.74
GEOGRAPHIC REGION:				
NORTHEAST	35	647	22.93	42.04
NORTH CENTRAL	32	428	53.17	49.90
SOUTH	37	1051	52.61	49.93
WEST	19	679	21.49	41.07
COMMUNITY TYPE:				
URBAN	36	953	34.22	47.45
SUBURBAN	73	1443	36.22	48.06
RURAL	14	410	55.18	49.73
SCHOOL SIZE:				
0 - 199	10	1111	41.98	49.35
200 - 499	28	698	32.40	46.80
500 - 999	33	523	40.28	49.05
1000 - 1999	40	360	35.79	47.94
2000 & ABOVE	6	43	29.19	45.47

some form of testing, including 22 percent of public schools, 46 percent of Catholic schools, and 39 percent of non-Catholic private schools with entrance requirements.

B. SCHOOL RESOURCES

A second set of factors affecting the quality of students' educational experiences is the resources available to provide the type of educational program needed by students with different kinds of educational needs. Five kinds of resources are examined here: (1) school staff, (2) curriculum, (3) amount of instructional time, (4) quality of facilities, and (5) level of expenditures.

1. School Staff

Three characteristics of school staff are described below: the number of teachers and other staff per 100 students in 1980, the percent of teachers holding advanced degrees, and the teacher turnover rate.

a. Staff per 100 students. In 1980, the mean number of classroom teachers per 100 students reported by the schools was 9.6. (See Table 4-13.) High SES schools had an average of 10.6 teachers compared with 8.6 in low SES schools, and public schools had 8.1 compared with 5.9 in Catholic schools. Urban and rural schools show a much larger ratio than suburban schools, and, not surprisingly, the ratio is strongly related to school size. Table 4-14 presents similar data on three kinds of non-teaching specialists. With regard to remedial specialists and librarians, little variation is found across the classification variables except for school size. High SES schools, schools in the West and schools in urban communities have more counselors per 100 students than do other types of schools.

b. Percentage of staff with advanced degrees. Table 4-15 shows the percentage of schools with low, moderate, and high numbers of high school teachers holding master's or doctor's degrees in 1980. The majority of the staff hold advanced degrees in nearly 32 percent of the schools nationally. Large differences exist among groups of schools, however. For example, 48 percent of high SES and 24 percent of low SES schools had a majority of their teachers holding advanced degrees. Similar contrasts are 57 percent in the Northeast versus 23 percent in the West; 43 percent in urban schools versus 22 percent in rural schools; and 15 percent in schools with less than 200 students versus 67 percent in schools with more than 2,000 students.

c. Teacher turnover. Administrators were asked to report the percentage of full-time high school teachers who left their schools for reasons other than death or retirement. Table 4-16 shows that 20 percent of the nation's high schools had a turnover rate of 20 percent or more in 1980. There is little difference in teacher turnover rate when districts are grouped by student SES, but Catholic schools, schools in rural areas, and the smallest schools had a substantially higher teacher

Table 4-13

NUMBER OF CLASSROOM TEACHERS PER 100 STUDENTS, 1980

	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION
TOTAL	919	19336	9.63	13.50
AVERAGE SES OF SCHOOL:				
LOW	192	3557	8.58	12.86
MEDIUM	445	10053	8.79	14.88
HIGH	217	4123	10.56	9.39
SCHOOL TYPE:				
PUBLIC	753	13962	8.07	14.10
CATHOLIC	72	1373	5.87	1.71
PRIVATE	31	2406	17.38	9.45
GEOGRAPHIC REGION:				
NORTHEAST	176	2863	8.57	7.45
NORTH CENTRAL	246	5734	8.76	19.25
SOUTH	263	6159	9.18	7.03
WEST	171	2985	10.46	14.08
COMMUNITY TYPE:				
URBAN	210	2578	11.74	16.93
SUBURBAN	411	6414	6.85	3.47
RURAL	235	8749	10.10	16.26
SCHOOL SIZE:				
0 - 199	49	5162	16.02	23.01
200 - 499	100	4461	8.25	4.01
500 - 999	175	3569	5.67	1.63
1000 - 1999	357	3642	5.11	1.07
2000 & ABOVE	175	907	4.62	0.89

Table 4-14

NUMBER OF NON-TEACHING SPECIALISTS PER 100 STUDENTS

	REMEDIAL SPEC.				LIBRARIANS				COUNSELORS			
	NUMBER OF SCHOOLS	WGTD NUMBER	MEAN	STD. DEV.	NUMBER OF SCHOOLS	WGTD NUMBER	MEAN	STD. DEV.	NUMBER OF SCHOOLS	WGTD NUMBER	MEAN	STD. DEV.
TOTAL	903	19212	0.31	0.52	931	19657	0.36	0.51	932	19665	0.70	1.90
AVERAGE SES OF SCHOOL:												
LOW	207	3829	0.29	0.44	215	4023	0.34	0.47	215	4023	0.44	0.69
MEDIUM	456	10570	0.34	0.48	465	10691	0.39	0.57	466	10699	0.43	0.89
HIGH	228	4691	0.28	0.66	238	4820	0.33	0.36	238	4820	1.54	3.41
SCHOOL TYPE:												
PUBLIC	789	14657	0.31	0.43	812	15022	0.34	0.51	813	15030	0.41	0.81
CATHOLIC	77	1477	0.24	0.46	82	1556	0.47	0.55	82	1556	0.55	0.60
PRIVATE	36	3057	0.37	0.85	36	3057	0.41	0.45	36	3057	2.24	4.13
GEOGRAPHIC REGION:												
NORTHEAST	191	3154	0.33	0.46	198	3243	0.32	0.38	198	3243	0.61	0.78
NORTH CENTRAL	254	5918	0.22	0.38	265	6026	0.47	0.71	265	6026	0.47	1.16
SOUTH	273	6294	0.30	0.49	280	6510	0.34	0.34	281	6518	0.40	0.35
WEST	184	3824	0.46	0.75	187	3856	0.27	0.42	187	3856	1.65	3.80
COMMUNITY TYPE:												
URBAN	218	3215	0.29	0.77	229	3299	0.29	0.46	230	3307	1.23	2.75
SUBURBAN	436	6768	0.22	0.31	448	6936	0.21	0.20	448	6936	0.77	2.27
RURAL	248	9207	0.39	0.53	253	9400	0.50	0.63	253	9400	0.47	0.98
SCHOOL SIZE:												
0 - 199	59	6162	0.52	0.80	59	6162	0.68	0.77	59	6162	1.44	3.19
200 - 499	110	4596	0.31	0.37	112	4783	0.35	0.26	112	4783	0.46	0.78
500 - 999	186	3747	0.19	0.20	194	3896	0.19	0.09	194	3896	0.34	0.37
1000 - 1999	364	3739	0.16	0.15	376	3826	0.13	0.05	377	3834	0.29	0.08
2000 & ABOVE	183	947	0.14	0.14	189	968	0.10	0.04	189	968	0.27	0.09

Table 4-15

PERCENT OF FACULTY WITH MASTER'S OR DOCTORATE DEGREES, 1980

	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	% WITH 0-29 %	% WITH 30-49 %	% WITH 50-69 %	% WITH 70-100 %
TOTAL	973	20531	36.3	32.1	19.9	11.7
AVERAGE SES OF SCHOOL:						
LOW	231	4539	36.0	37.8	12.0	14.2
MEDIUM	485	10959	40.4	30.7	18.6	10.4
HIGH	240	4946	27.6	30.4	29.5	12.5
SCHOOL TYPE:						
PUBLIC	849	15788	36.6	31.2	18.8	13.4
CATHOLIC	83	1572	27.6	39.1	22.3	11.0
PRIVATE	37	3170	39.2	32.8	24.2	3.8
GEOGRAPHIC REGION:						
NORTHEAST	206	3421	20.3	21.8	26.0	31.9
NORTH CENTRAL	275	6205	40.7	31.6	16.0	11.7
SOUTH	297	6983	38.6	34.0	21.3	6.1
WEST	191	3923	39.2	38.2	18.2	4.3
COMMUNITY TYPE:						
URBAN	238	3459	33.5	23.3	26.6	16.5
SUBURBAN	468	7219	30.3	30.5	23.7	15.5
RURAL	263	9853	41.6	36.3	14.7	7.3
SCHOOL SIZE:						
0 - 199	59	6269	51.6	32.9	14.3	1.2
200 - 499	111	4746	44.3	31.4	16.1	8.3
500 - 999	189	3809	27.9	37.3	21.7	13.1
1000 - 1999	369	3778	12.7	33.9	31.6	21.7
2000 & ABOVE	184	949	11.5	21.2	34.0	33.3

NOTE: PERCENTAGES ARE BASED ON WEIGHTED DATA.

Table 4-16

PERCENT OF FACULTY LEAVING NOT DUE TO DEATH OR RETIREMENT, 1980

	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	% WITH 0-4 %	% WITH 5-9 %	% WITH 10-19 %	% WITH 20-100 %
TOTAL	979	20411	38.1	15.7	26.1	20.1
AVERAGE SES OF SCHOOL:						
LOW	233	4477	41.1	11.9	30.2	16.8
MEDIUM	489	11020	37.8	18.5	22.6	21.1
HIGH	244	4827	36.0	12.6	30.7	20.7
SCHOOL TYPE:						
PUBLIC	860	15826	41.4	16.1	25.4	17.0
CATHOLIC	83	1572	25.8	12.2	31.9	30.1
PRIVATE	36	3013	27.0	15.6	26.4	31.0
GEOGRAPHIC REGION:						
NORTHEAST	207	3426	55.1	18.8	17.9	8.2
NORTH CENTRAL	276	6219	30.9	16.0	27.0	26.1
SOUTH	299	6973	33.9	13.5	32.3	20.3
WEST	197	3793	42.4	16.4	20.5	20.7
COMMUNITY TYPE:						
URBAN	241	3318	44.6	15.9	23.3	16.2
SUBURBAN	472	7187	42.1	20.2	24.3	13.5
RURAL	266	9906	33.0	12.4	28.3	26.2
SCHOOL SIZE:						
0 - 199	58	6111	22.5	9.9	25.4	42.2
200 - 499	110	4693	37.4	16.3	28.7	17.6
500 - 999	191	3852	45.2	14.4	27.9	12.4
1000 - 1999	373	3792	50.6	23.8	22.0	3.6
2000 & ABOVE	187	959	57.1	22.2	18.6	2.1

NOTE: PERCENTAGES ARE BASED ON WEIGHTED DATA.

turnover rate than other kinds of schools. Public schools, schools in the Northeast, and large schools showed the greatest staff stability.

2. Curriculum

This section looks at the availability of educational programs in high schools throughout the country. Special attention is given to advanced mathematics, science, and foreign language courses; Advanced Placement (AP) courses; and programs for students with special educational needs.

a. Availability of advanced academic courses. In 1980, administrators were asked whether their schools offered specific kinds of courses. Table 4-17 shows the percent of schools offering advanced mathematics courses (geometry, second year of algebra, trigonometry and calculus). Ninety-six percent of the schools offered geometry and a second year of algebra, with little variation among groups of schools. Many fewer schools offered trigonometry (76 percent). High SES schools and Catholic schools were more likely to offer trigonometry than low SES schools and public schools. Schools in the Northeast, those in urban and suburban communities and large schools were also more likely to offer this course. While only 47 percent of the schools offered calculus nationally, it could be found in 62 percent of the Catholic schools, 68 percent of high SES schools, 80 percent of schools in the Northeast, and 81 percent of schools enrolling more than 2,000 students. In contrast, only 29 percent of low SES schools, 35 percent of rural schools, and 25 percent of schools with fewer than 200 students offered the course.

Chemistry and physics are offered widely (93 percent and 89 percent of schools, respectively), but not as widely in low SES schools (78 percent), urban schools (83 percent), and very small schools (74 percent). (See Table 4-18.)

Fewer than one-half of the high schools offered a third year of Spanish or French, and only 20 percent offered a third year of German. (See Table 4-19.) High SES schools were three times as likely to offer these courses as low SES schools, and a much larger percentage of Catholic schools, schools in the Northeast, and large schools provided these opportunities to their students than other types of schools. In fact, fewer than one-third of rural schools and low SES schools offered a third year of a foreign language.

b. Advanced Placement courses. The percentage of schools offering Advanced Placement courses increased slightly between 1980 and 1982, from 30 to 35 percent. (See Table 4-20.) The availability of these courses continued to vary greatly across types of schools, however. For example, in 1982, only 23 percent of low SES schools but 65 percent of high SES schools offered AP courses. AP courses were less available to public school than to Catholic school students (34 versus 47 percent); to students attending school in the North-Central region than to students in the Northeast (22 versus 60 percent); to students in rural than in urban

Table 4-17

PERCENT OF SCHOOLS OFFERING THE FOLLOWING ADVANCED MATH COURSES, 1980

	GEOMETRY				2ND YEAR ALGEBRA				TRIGONOMETRY				CALCULUS			
	NUMBER OF SCHOOLS	WGTD NUMBER	MEAN	STD. DEV.	NUMBER OF SCHOOLS	WGTD NUMBER	MEAN	STD. DEV.	NUMBER OF SCHOOLS	WGTD NUMBER	MEAN	STD. DEV.	NUMBER OF SCHOOLS	WGTD NUMBER	MEAN	STD. DEV.
TOTAL	994	20784	96.64	18.03	993	20749	96.46	18.48	988	20716	75.96	42.73	985	20585	46.64	49.89
AVERAGE SES OF SCHOOL:																
LOW	215	3996	91.30	28.18	214	3984	92.94	25.62	214	3992	63.19	48.23	213	3977	29.29	45.51
MEDIUM	474	10554	99.99	1.12	473	10525	99.23	8.73	474	10554	79.63	40.27	467	10380	45.12	49.76
HIGH	226	4367	99.45	7.41	227	4374	95.31	21.14	221	4304	87.47	33.11	226	4361	68.03	46.64
SCHOOL TYPE:																
PUBLIC	810	14936	97.51	15.58	809	14901	97.44	15.78	807	14908	77.30	41.89	801	14738	46.91	49.90
CATHOLIC	74	1425	99.91	3.06	74	1425	97.96	14.14	72	1386	89.83	30.22	74	1425	62.04	48.53
PRIVATE	33	2565	100.00	0.0	33	2565	93.86	24.00	32	2564	75.29	43.13	33	2565	40.04	49.00
GEOGRAPHIC REGION:																
NORTHEAST	190	3196	99.60	6.34	189	3161	93.18	25.21	190	3196	91.70	27.59	187	3168	80.39	39.70
NORTH CENTRAL	258	5927	99.85	3.87	258	5927	99.94	2.46	257	5926	78.37	41.17	256	5910	42.17	49.38
SOUTH	283	6508	95.40	20.95	283	6508	97.75	14.85	280	6481	71.34	45.22	281	6366	36.33	48.09
WEST	186	3295	98.42	12.46	186	3295	93.89	23.95	184	3255	76.83	42.19	184	3284	44.85	49.73
COMMUNITY TYPE:																
URBAN	225	2846	98.71	11.29	225	2840	97.97	14.11	224	2842	80.23	39.83	220	2816	46.90	49.90
SUBURBAN	440	6782	99.11	9.41	440	6782	97.78	14.73	435	6718	82.93	37.62	439	6768	64.12	47.96
RURAL	252	9298	97.03	16.96	251	9269	96.13	19.30	252	9298	73.65	44.05	249	9144	34.60	47.57
SCHOOL SIZE:																
0 - 199	50	5319	98.52	12.08	50	5319	96.64	18.03	50	5319	69.44	46.07	49	5187	25.14	43.38
200 - 499	105	4653	94.90	22.00	105	4653	96.56	18.22	105	4653	74.20	43.75	105	4653	35.53	47.86
500 - 999	177	3620	98.81	10.86	176	3591	98.16	13.45	175	3580	79.22	40.57	176	3606	60.82	48.81
1000 - 1999	360	3658	99.96	1.91	360	3658	99.25	8.65	357	3631	90.90	28.76	354	3602	71.39	45.19
2000 & ABOVE	175	908	98.62	11.67	176	914	97.31	16.17	175	908	88.91	31.40	174	911	81.55	38.79

Table 4-18

PERCENT OF SCHOOLS OFFERING THE FOLLOWING ADVANCED SCIENCE COURSES, 1980

	CHEMISTRY				PHYSICS			
	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION
TOTAL	995	20790	93.17	25.23	993	20756	88.80	31.53
AVERAGE SES OF SCHOOL:								
LOW	215	3996	92.38	26.54	214	3992	78.50	41.09
MEDIUM	474	10554	99.32	8.21	474	10554	93.74	24.23
HIGH	227	4374	92.54	26.28	226	4344	88.64	31.73
SCHOOL TYPE:								
PUBLIC	811	14943	97.41	15.90	810	14938	91.25	28.25
CATHOLIC	74	1425	100.00	0.0	73	1395	94.50	22.80
PRIVATE	33	2565	87.73	32.81	33	2565	75.46	43.04
GEOGRAPHIC REGION:								
NORTHEAST	191	3203	98.63	11.63	191	3203	97.54	15.48
NORTH CENTRAL	258	5927	99.89	3.36	257	5897	96.75	17.73
SOUTH	283	6508	95.50	20.73	282	6504	81.67	38.69
WEST	186	3295	89.10	31.16	186	3295	83.29	37.31
COMMUNITY TYPE:								
URBAN	226	2853	91.42	28.00	225	2848	82.91	37.64
SUBURBAN	440	6782	96.43	18.55	439	6752	92.48	26.37
RURAL	252	9298	97.68	15.06	252	9298	89.05	31.23
SCHOOL SIZE:								
0 - 199	50	5319	90.50	29.32	50	5319	74.38	43.65
200 - 499	105	4653	98.48	12.23	105	4653	92.55	26.26
500 - 999	177	3620	97.59	15.35	176	3590	95.09	21.60
1000 - 1999	360	3658	99.32	8.23	359	3653	98.60	11.73
2000 & ABOVE	176	914	100.00	0.0	176	914	99.20	8.90

Table 4-19

PERCENT OF SCHOOLS OFFERING THE FOLLOWING THIRD YEAR LANGUAGE COURSES, 1980

	SPANISH				GERMAN				FRENCH			
	NUMBER OF SCHOOLS	WGTD NUMBER	MEAN	STD. DEV.	NUMBER OF SCHOOLS	WGTD NUMBER	MEAN	STD. DEV.	NUMBER OF SCHOOLS	WGTD NUMBER	MEAN	STD. DEV.
TOTAL	989	20586	45.36	49.78	983	20492	20.00	40.00	986	20537	39.14	48.81
AVERAGE SES OF SCHOOL:												
LOW	213	3982	23.99	42.70	211	3931	5.80	23.38	212	3935	23.59	42.45
MEDIUM	470	10365	48.06	49.96	468	10353	17.15	37.70	469	10387	36.07	48.02
HIGH	227	4374	68.91	46.28	225	4342	44.62	49.71	226	4348	67.17	46.96
SCHOOL TYPE:												
PUBLIC	805	14739	48.53	49.98	800	14670	20.87	40.64	803	14715	39.93	48.98
CATHOLIC	74	1425	84.72	35.98	73	1400	28.71	45.24	73	1400	73.68	44.03
PRIVATE	33	2565	23.36	42.31	33	2565	18.95	39.19	33	2565	27.18	44.49
GEOGRAPHIC REGION:												
NORTHEAST	188	3145	77.12	42.01	186	3138	31.30	46.37	188	3178	88.86	31.46
NORTH CENTRAL	257	5917	49.73	50.00	257	5873	21.75	41.25	257	5873	31.37	46.40
SOUTH	281	6371	30.24	45.93	277	6330	11.36	31.73	278	6334	26.70	44.24
WEST	186	3295	50.53	50.00	186	3295	29.49	45.60	186	3295	37.85	48.50
COMMUNITY TYPE:												
URBAN	224	2838	58.03	49.35	223	2840	23.67	42.51	224	2847	46.45	49.87
SUBURBAN	438	6734	67.73	46.75	434	6692	37.48	48.41	436	6730	59.65	49.06
RURAL	250	9157	30.06	45.85	249	9102	8.45	27.82	249	9102	24.91	43.25
SCHOOL SIZE:												
0 - 199	49	5187	16.40	37.03	49	5187	5.65	23.10	49	5187	8.93	28.52
200 - 499	104	4619	36.66	48.19	103	4564	8.15	27.36	104	4598	31.42	46.42
500 - 999	176	3606	59.16	49.15	175	3581	21.20	40.87	175	3581	48.49	49.98
1000 - 1999	357	3634	84.86	35.85	356	3630	51.80	49.97	357	3634	77.46	41.78
2000 & ABOVE	176	914	91.02	28.59	173	905	62.95	48.29	174	911	84.92	35.79

Table. 4-20

PERCENT OF SCHOOLS OFFERING AP COURSES

	1980 RESPONSE				1982 RESPONSE			
	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION
TOTAL	888	18230	29.81	45.74	888	18230	35.48	47.84
AVERAGE SES OF SCHOOL:								
LOW	202	3811	25.47	43.57	202	3811	23.20	42.21
MEDIUM	458	10228	22.12	41.51	458	10228	28.10	44.95
HIGH	222	4148	52.76	49.92	222	4148	64.94	47.72
SCHOOL TYPE:								
PUBLIC	781	14409	29.54	45.62	781	14409	33.54	47.21
CATHOLIC	71	1379	36.50	48.14	71	1379	47.11	49.92
PRIVATE	32	2408	27.56	44.68	32	2408	40.58	49.11
GEOGRAPHIC REGION:								
NORTHEAST	184	3124	60.11	48.97	184	3124	60.70	48.84
NORTH CENTRAL	248	5777	17.75	38.21	248	5777	22.13	41.51
SOUTH	275	6352	25.00	43.30	275	6352	33.34	47.14
WEST	177	2943	31.70	46.53	177	2943	39.68	48.92
COMMUNITY TYPE:								
URBAN	219	2796	34.15	47.42	219	2796	56.48	49.58
SUBURBAN	423	6330	42.82	49.48	423	6330	46.54	49.88
RURAL	242	9069	19.39	39.53	242	9069	21.33	40.96
SCHOOL SIZE:								
0 - 199	49	5162	6.57	24.78	49	5162	18.77	39.04
200 - 499	97	4371	27.36	44.58	97	4371	24.73	43.15
500 - 999	174	3583	35.53	47.86	174	3583	42.61	49.45
1000 - 1999	346	3511	54.43	49.80	346	3511	58.16	49.33
2000 & ABOVE	171	894	70.97	45.39	171	894	76.57	42.36

schools (21 versus 56 percent); and to students in small than in large schools (19 percent versus 77 percent).

c. Programs for students with special educational needs. This section describes the percentage of schools providing remedial education progams; participating in federal programs for the disadvantaged, for bilingual education, and for vocational education; providing instruction to non-English speaking students; and providing other special programs.

Table 4-21 shows the average percentage of schools offering remedial reading and remedial mathematics programs to sophomores in 1980. While 57 percent of schools nationally offered remedial reading programs, the percentage ranged from 45 percent of high SES schools to 61 percent of medium and low SES schools, from 25 percent of private non-Catholic schools to 65 percent of public schools, and from 42 percent of the smallest schools to 83 percent of the largest ones. Similar patterns emerge when one looks at the types of schools that offered remedial mathematics programs. However, the difference between Catholic and public schools is much smaller, and the differences among regions are greater than with remedial reading.

Nearly 60 percent of the high schools participated in the federal Title I program (Education of Children of Economically Disadvantaged Families). (See Table 4-22.) Since aid is allocated on the basis of family income, the participation rate of low and medium SES schools was nearly three times greater than that of high SES schools. Participation also differed by school type, region and community type. Public schools were three times as likely as Catholic schools to have the program, and high schools located in the Northeast and North-Central regions had participation rates 20 to 30 percentage points higher than the other regions. Rural districts were considerably more likely to offer the program than either suburban or urban schools.

Fifteen percent of high schools participated in Title VII which provides federal aid for bilingual education programs. (See Table 4-23.) Participation was generally limited to public schools and was highest in the West, in urban schools, and in large schools. Table 4-24 shows that more schools provided instruction in non-English languages than received federal funding. Once again, participation was highest among urban schools, schools in the West, large schools, and public schools. However, while few Catholic schools participated in Title VII, 16 percent of them provided bilingual education or ESL programs.

Nearly one-half of the high schools received federal aid in support of vocational education and consumer and homemaker education programs (Tables 4-25 and 4-26). The participation rate was similar across SES groups, region, community type, and school size. Forty-five percent of the public schools participated in the basic vocational education program and 42 percent in the consumer and homemaker education program, compared with 29 and 15 percent of the Catholic schools, respectively.

Table 4-21

PERCENT OF SCHOOLS THE FOLLOWING REMEDIAL PROGRAMS

	REMEDIAL READING				REMEDIAL MATH			
	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION
TOTAL	965	20550	57.35	49.46	963	20524	46.95	49.91
AVERAGE SES OF SCHOOL:								
LOW	231	4527	60.71	48.84	230	4518	55.52	49.69
MEDIUM	485	11014	61.08	48.76	483	10983	45.06	49.76
HIGH	241	4931	45.29	49.78	242	4945	42.61	49.45
SCHOOL TYPE:								
PUBLIC	843	15785	65.41	47.57	842	15764	52.87	49.92
CATHOLIC	83	1572	40.92	49.17	82	1567	43.71	49.60
PRIVATE	38	3171	25.14	43.38	38	3171	18.78	39.05
GEOGRAPHIC REGION:								
NORTHEAST	206	3439	64.43	47.87	207	3444	59.80	49.03
NORTH CENTRAL	273	6196	52.29	49.95	270	6169	35.79	47.94
SOUTH	296	6963	52.00	49.96	296	6954	44.71	49.72
WEST	189	3931	68.39	46.50	189	3936	56.87	49.53
COMMUNITY TYPE:								
URBAN	242	3484	45.53	49.80	241	3480	36.49	48.14
SUBURBAN	460	7113	64.14	47.96	461	7133	58.53	49.27
RURAL	262	9931	56.55	49.57	260	9889	42.17	49.38
SCHOOL SIZE:								
0 - 199	58	6269	41.98	49.35	59	6284	29.02	45.38
200 - 499	111	4764	48.10	49.96	111	4764	36.97	48.27
500 - 999	192	3879	65.67	47.48	190	3844	51.81	49.97
1000 - 1999	364	3702	76.91	42.14	361	3681	74.02	43.85
2000 & ABOVE	184	940	83.43	37.18	185	949	75.60	42.95

Table 4-22

PERCENT OF SCHOOLS PARTICIPATING IN TITLE I (ESS EDUCAT. ACT-LOW INCOME)

	1980 RESPONSE				1982 RESPONSE			
	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION
TOTAL	877	18705	57.63	49.41	877	18705	59.28	49.13
AVERAGE SES OF SCHOOL:								
LOW	202	3901	74.22	43.74	202	3901	73.43	44.17
MEDIUM	442	10048	66.49	47.20	442	10048	69.01	46.25
HIGH	211	4182	24.25	42.86	211	4182	26.95	44.37
SCHOOL TYPE:								
PUBLIC	760	14429	71.03	45.36	760	14429	72.83	44.48
CATHOLIC	66	1304	23.97	42.69	66	1304	24.05	42.74
PRIVATE	31	2406	1.50	12.15	31	2406	4.38	20.47
GEOGRAPHIC REGION:								
NORTHEAST	183	3110	70.35	45.67	183	3110	73.56	44.10
NORTH CENTRAL	246	5827	68.17	46.58	246	5827	71.84	44.98
SOUTH	260	6259	53.23	49.90	260	6259	51.90	49.96
WEST	168	2944	37.56	48.43	168	2944	40.97	49.18
COMMUNITY TYPE:								
URBAN	208	2594	29.60	45.65	208	2594	32.33	46.77
SUBURBAN	409	6476	50.28	50.00	409	6476	51.71	49.97
RURAL	240	9070	72.47	44.66	240	9070	74.32	43.69
SCHOOL SIZE:								
0 - 199	49	5162	57.71	49.40	49	5162	54.26	49.82
200 - 499	104	4616	55.90	49.65	104	4616	63.15	48.24
500 - 999	170	3514	62.94	48.30	170	3514	65.33	47.59
1000 - 1999	327	3345	56.90	49.52	327	3345	58.74	49.23
2000 & ABOVE	165	848	48.52	49.98	165	848	47.45	49.93

Table 4-23

PERCENT OF SCHOOLS PARTICIPATING IN TITLE VII (BILINGUAL EDUCATION)

	1980 RESPONSE				1982 RESPONSE			
	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION
TOTAL	859	18227	11.45	31.84	859	18227	15.09	35.79
AVERAGE SES OF SCHOOL:								
LOW	195	3532	16.11	36.76	195	3532	11.69	32.14
MEDIUM	435	10097	9.74	29.65	435	10097	16.73	37.32
HIGH	211	4210	11.38	31.76	211	4210	14.20	34.91
SCHOOL TYPE:								
PUBLIC	741	13910	13.80	34.49	741	13910	19.39	39.53
CATHOLIC	70	1374	0.42	6.47	70	1374	0.24	4.89
PRIVATE	32	2564	4.17	19.99	32	2564	0.0	0.0
GEOGRAPHIC REGION:								
NORTHEAST	175	3030	12.12	32.64	175	3030	17.51	38.01
NORTH CENTRAL	245	5762	7.61	26.51	245	5762	10.16	30.21
SOUTH	251	5865	8.89	28.46	251	5865	14.38	35.09
WEST	172	3190	22.09	41.49	172	3190	23.21	42.21
COMMUNITY TYPE:								
URBAN	207	2715	24.44	42.97	207	2715	23.05	42.11
SUBURBAN	397	6153	15.72	36.40	397	6153	18.52	38.84
RURAL	239	8979	4.46	20.65	239	8979	10.41	30.54
SCHOOL SIZE:								
0 - 199	48	5021	3.33	17.95	48	5021	3.49	18.36
200 - 499	102	4548	3.70	18.89	102	4548	10.51	30.67
500 - 999	171	3548	9.81	29.75	171	3548	13.27	33.92
1000 - 1999	317	3232	24.56	43.05	317	3232	29.84	45.76
2000 & ABOVE	162	829	48.83	49.99	162	829	46.14	49.85

Table 4-24

AVAILABILITY OF INSTRUCTION IN NON-ENGLISH LANGUAGES
(0=NOT AVAILABLE, 1=AVAILABLE)

	1980 RESPONSE				1982 RESPONSE			
	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION
TOTAL	918	18933	22.67	41.87	918	18933	26.20	43.97
AVERAGE SES OF SCHOOL:								
LOW	215	3996	22.22	41.57	215	3996	24.67	43.11
MEDIUM	474	10554	20.92	40.68	474	10554	27.19	44.49
HIGH	227	4374	27.27	44.53	227	4374	25.19	43.41
SCHOOL TYPE:								
PUBLIC	811	14943	24.19	42.82	811	14943	29.44	45.58
CATHOLIC	74	1425	6.84	25.24	74	1425	16.11	36.77
PRIVATE	33	2565	22.58	41.81	33	2565	12.91	33.53
GEOGRAPHIC REGION:								
NORTHEAST	191	3203	22.59	41.81	191	3203	29.34	45.53
NORTH CENTRAL	258	5927	12.41	32.97	258	5927	16.35	36.98
SOUTH	283	6508	21.08	40.79	283	6508	27.31	44.56
WEST	186	3295	44.32	49.68	186	3295	38.64	48.69
COMMUNITY TYPE:								
URBAN	226	2853	46.99	49.91	226	2853	40.37	49.06
SUBURBAN	440	6782	26.65	44.21	440	6782	32.84	46.96
RURAL	252	9298	12.30	32.84	252	9298	17.00	37.56
SCHOOL SIZE:								
0 - 199	50	5319	16.50	37.12	50	5319	12.96	33.59
200 - 499	105	4653	14.83	35.54	105	4653	19.40	39.54
500 - 999	177	3620	14.33	35.04	177	3620	22.94	42.05
1000 - 1999	360	3658	37.90	48.51	360	3658	45.15	49.76
2000 & ABOVE	176	914	70.89	45.42	176	914	71.56	45.11

Table 4-25

PERCENT OF SCHOOLS OFFERING PROGRAMS IN BASIC VOCATIONAL EDUCATION

	1980 RESPONSE				1982 RESPONSE			
	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION
TOTAL	847	17870	49.88	49.88	847	17870	49.51	49.51
AVERAGE SES OF SCHOOL:								
LOW	188	3507	39.07	39.07	188	3507	44.39	44.39
MEDIUM	426	9715	49.47	49.47	426	9715	48.03	48.03
HIGH	212	4231	42.94	42.94	212	4231	45.53	45.53
SCHOOL TYPE:								
PUBLIC	725	13636	46.45	46.45	725	13636	45.21	45.21
CATHOLIC	72	1412	23.12	23.12	72	1412	29.01	29.01
PRIVATE	31	2415	11.70	11.70	31	2415	24.68	24.68
GEOGRAPHIC REGION:								
NORTHEAST	168	2875	50.00	50.00	168	2875	49.56	49.56
NORTH CENTRAL	243	5682	49.65	49.65	243	5682	49.80	49.80
SOUTH	248	5784	48.84	48.84	248	5784	47.82	47.82
WEST	169	3122	49.51	49.51	169	3122	50.00	50.00
COMMUNITY TYPE:								
URBAN	194	2671	48.47	48.47	194	2671	49.71	49.71
SUBURBAN	404	6445	49.75	49.75	404	6445	48.92	48.92
RURAL	230	8347	49.24	49.24	230	8347	49.15	49.15
SCHOOL SIZE:								
0 - 199	47	4912	46.12	46.12	47	4912	49.05	49.05
200 - 499	101	4414	50.00	50.00	101	4414	50.00	50.00
500 - 999	165	3365	48.36	48.36	165	3365	48.88	48.88
1000 - 1999	314	3243	44.09	44.09	314	3243	41.30	41.30
2000 & ABOVE	158	811	41.33	41.33	158	811	41.94	41.94

Table 4-26

PERCENT OF SCHOOLS OFFERING PROGRAMS IN CONSUMER AND HOMEMAKER EDUCATION

	1980 RESPONSE				1982 RESPONSE			
	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION
TOTAL	870	18197	48.94	48.94	870	18197	48.95	48.95
AVERAGE SES OF SCHOOL:								
LOW	194	3675	36.20	36.20	194	3675	36.41	36.41
MEDIUM	440	9861	47.04	47.04	440	9861	47.11	47.11
HIGH	217	4278	43.69	43.69	217	4278	43.72	43.72
SCHOOL TYPE:								
PUBLIC	748	13835	42.09	42.09	748	13835	41.61	41.61
CATHOLIC	73	1424	28.91	28.91	73	1424	15.68	15.68
PRIVATE	32	2564	11.36	11.36	32	2564	0.0	0.0
GEOGRAPHIC REGION:								
NORTHEAST	169	2939	49.77	49.77	169	2939	49.66	49.66
NORTH CENTRAL	249	5742	47.58	47.58	249	5742	47.77	47.77
SOUTH	260	6138	45.27	45.27	260	6138	45.55	45.55
WEST	175	3003	49.78	49.78	175	3003	49.96	49.96
COMMUNITY TYPE:								
URBAN	204	2714	48.59	48.59	204	2714	49.21	49.21
SUBURBAN	417	6525	49.42	49.42	417	6525	49.53	49.53
RURAL	232	8584	45.77	45.77	232	8584	46.04	46.04
SCHOOL SIZE:								
0 - 199	47	4923	49.37	49.37	47	4923	48.87	48.87
200 - 499	102	4553	49.47	49.47	102	4553	49.52	49.52
500 - 999	167	3416	47.73	47.73	167	3416	48.09	48.09
1000 - 1999	331	3372	39.43	39.43	331	3372	38.74	38.74
2000 & ABOVE	161	829	42.67	42.67	161	829	40.80	40.80

High schools offered programs designed to meet other kinds of student needs as well. The percentage of schools offering programs for gifted or talented students grew from 35 percent in 1980 to 54 percent in 1982. (See Table 4-27.) In that latter year, these programs were offered more often in high SES schools, in schools located in the North, in suburban school districts, and in large schools. Participation rates were comparable for public and Catholic high schools. Table 4-28 reports the percentage of schools that offered alternative school programs for students who did not perform well in a traditional educational setting. Public schools, large schools, and schools located in urban and suburban communities were more likely to offer alternative programs than were Catholic schools, rural schools, small schools, and schools located in the South and North-Central regions of the country. Finally, nearly 30 percent of high schools offered special programs for pregnant women. (See Table 4-29.) Participation by schools was highest among low and medium SES schools, public schools, and large schools.

3. Amount of Instructional Time

School administrators were asked to report the number of minutes in their standard class period, the number of periods in a day during which students have classes, and the number of days in the school year. The findings for 1980 are reported in Table 4-30. The first set of figures groups schools by the number of instructional hours in a school day. One-third of the schools had 4.5 hours or less, one-third had 4.6 to 5.0 hours, and one-third had more than 5 hours. Longer school days were more prevalent in medium SES schools, public schools, schools in the South, and in rural schools. The second set of figures shows schools grouped by the total number of instructional hours in a school year. The 100-hour increments in each group represent a difference of 20, five-hour school days. Thus, those schools reporting fewer than 750 hours in a school year provide the equivalent of 40 fewer days of instruction than those schools reporting more than 950 hours of instruction. A longer instructional school year is found in low and medium SES schools, public and non-Catholic private schools, schools in the South, rural schools and small schools.

4. Quality of Facilities

Students were asked to evaluate the condition of their school buildings and classrooms and the quality of their school libraries. Their ratings, which ranged from 1 = Poor to 4 = Excellent, are reported in Tables 4-31 and 4-32. Students' ratings of their school buildings increased slightly from 2.70 to 2.83 (Good) between 1980 and 1982. In that latter year, the ratings varied little by type of student, although they were slightly higher among high SES students, students attending Catholic and other private schools, and students enrolled in academic programs. Students also gave their library facilities a rating of Good (mean of 2.86). There was no variation across student classification variables.

Table 4-27

PERCENT OF SCHOOLS OFFERING PROGRAMS FOR GIFTED OR TALENTED STUDENTS

	1980 RESPONSE				1982 RESPONSE			
	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION
TOTAL	887	18400	34.94	47.68	887	18400	53.98	49.84
AVERAGE SES OF SCHOOL:								
LOW	201	3770	31.29	46.37	201	3770	53.33	49.89
MEDIUM	461	10425	33.29	47.13	461	10425	48.92	49.99
HIGH	220	4161	41.67	49.30	220	4161	67.12	46.98
SCHOOL TYPE:								
PUBLIC	783	14566	38.06	48.55	783	14566	55.45	49.70
CATHOLIC	70	1392	28.77	45.27	70	1392	53.33	49.89
PRIVATE	31	2406	18.63	38.93	31	2406	45.11	49.76
GEOGRAPHIC REGION:								
NORTHEAST	182	2984	52.45	49.94	182	2984	70.81	45.46
NORTH CENTRAL	251	5851	27.38	44.59	251	5851	40.35	49.06
SOUTH	270	6289	32.52	46.85	270	6289	58.32	49.30
WEST	181	3241	36.42	48.12	181	3241	54.44	49.80
COMMUNITY TYPE:								
URBAN	214	2651	39.29	48.84	214	2651	56.73	49.55
SUBURBAN	426	6654	48.91	49.99	426	6654	65.03	47.69
RURAL	244	9059	23.15	42.18	244	9059	44.98	49.75
SCHOOL SIZE:								
0 - 199	49	5162	16.48	37.10	49	5162	45.59	49.81
200 - 499	101	4517	19.09	39.30	101	4517	43.57	49.59
500 - 999	172	3522	38.73	48.71	172	3522	52.66	49.93
1000 - 1999	348	3546	64.12	47.97	348	3546	71.83	44.99
2000 & ABOVE	165	871	77.60	41.69	165	871	84.69	36.01

Table 4-28

PERCENT OF SCHOOLS OFFERING ALTERNATIVE SCHOOL PROGRAMS

	1980 RESPONSE				1982 RESPONSE			
	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION
TOTAL	883	18274	31.63	46.50	883	18274	35.82	47.95
AVERAGE SES OF SCHOOL:								
LOW	202	3794	31.00	46.25	202	3794	37.46	48.40
MEDIUM	457	10311	33.77	47.29	457	10311	36.29	48.08
HIGH	221	4151	26.74	44.26	221	4151	32.88	46.98
SCHOOL TYPE:								
PUBLIC	778	14436	38.13	48.57	778	14436	42.69	49.46
CATHOLIC	72	1421	6.60	24.82	72	1421	10.06	30.08
PRIVATE	32	2408	7.16	25.79	32	2408	9.59	29.45
GEOGRAPHIC REGION:								
NORTHEAST	179	2891	30.40	46.00	179	2891	42.12	49.37
NORTH CENTRAL	253	5816	34.06	47.39	253	5816	30.46	46.02
SOUTH	273	6341	26.14	43.94	273	6341	32.11	46.69
WEST	177	3216	38.94	48.76	177	3216	46.99	49.91
COMMUNITY TYPE:								
URBAN	215	2633	36.35	48.10	215	2633	42.19	49.39
SUBURBAN	422	6515	37.05	48.29	422	6515	48.87	49.99
RURAL	245	9117	26.32	44.04	245	9117	24.59	43.06
SCHOOL SIZE:								
0 - 199	48	5146	20.96	40.70	48	5146	19.64	39.73
200 - 499	101	4495	20.30	40.22	101	4495	26.16	43.95
500 - 999	174	3577	36.01	48.00	174	3577	37.02	48.29
1000 - 1999	344	3487	51.91	49.96	344	3487	61.04	48.77
2000 & ABOVE	167	867	68.72	46.36	167	867	73.99	43.87

Table 4-29

PERCENT OF SCHOOLS OFFERING PROGRAMS FOR PREGNANT WOMEN

	1980 RESPONSE				1982 RESPONSE			
	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION
TOTAL	881	18560	29.18	45.46	881	18560	29.71	45.70
AVERAGE SES OF SCHOOL:								
LOW	205	3920	34.40	47.50	205	3920	32.23	46.74
MEDIUM	456	10358	32.17	46.71	456	10358	33.30	47.13
HIGH	217	4265	16.97	37.54	217	4265	18.73	39.02
SCHOOL TYPE:								
PUBLIC	776	14578	34.42	47.51	776	14578	36.41	48.12
CATHOLIC	72	1409	22.77	41.94	72	1409	11.11	31.43
PRIVATE	32	2564	2.64	16.03	32	2564	1.92	13.72
GEOGRAPHIC REGION:								
NORTHEAST	181	3101	22.05	41.46	181	3101	24.01	42.72
NORTH CENTRAL	251	5841	28.90	45.33	251	5841	34.18	47.43
SOUTH	272	6400	32.56	46.86	272	6400	29.29	45.51
WEST	176	3209	29.65	45.67	176	3209	27.99	44.89
COMMUNITY TYPE:								
URBAN	211	2765	28.63	45.20	211	2765	32.72	46.92
SUBURBAN	423	6571	35.43	47.83	423	6571	34.50	47.54
RURAL	246	9214	24.82	43.19	246	9214	25.41	43.54
SCHOOL SIZE:								
0 - 199	49	5304	19.17	39.36	49	5304	15.14	35.84
200 - 499	103	4649	24.25	42.86	103	4649	22.57	41.80
500 - 999	173	3554	27.58	44.69	173	3554	33.41	47.17
1000 - 1999	341	3448	45.75	49.82	341	3448	49.69	50.00
2000 & ABOVE	166	856	57.03	49.50	166	856	57.31	49.46

Table 4-30

NUMBER OF SCHOOL HOURS USED FOR INSTRUCTION

	HOURS PER DAY						HOURS PER YEAR					
	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	% WITH 0-4.5	% WITH 4.6-5.0	% WITH + 5.0	% WITH	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	% WITH 0-750	% WITH 751-850	% WITH 851-950	% WITH + 950
TOTAL	973	20113	33.9	32.5	33.6	0.0	961	19923	22.9	26.4	20.3	30.4
AVERAGE SES OF SCHOOL:												
LOW	234	4347	32.3	34.1	33.7	0.0	233	4336	24.5	22.9	20.6	32.0
MEDIUM	489	11082	28.4	33.1	38.6	0.0	481	10927	18.1	29.5	18.3	34.1
HIGH	235	4553	48.8	29.9	21.3	0.0	232	4530	32.5	22.5	25.3	19.7
SCHOOL TYPE:												
PUBLIC	857	15709	29.5	35.5	35.0	0.0	846	15521	18.3	30.2	20.0	31.4
CATHOLIC	80	1527	50.2	26.8	23.0	0.0	80	1527	30.7	24.8	27.0	17.5
PRIVATE	35	2855	49.0	19.1	32.0	0.0	34	2854	43.4	6.4	18.3	32.0
GEOGRAPHIC REGION:												
NORTHEAST	206	3429	69.9	15.8	14.2	0.0	206	3429	48.3	27.1	14.6	10.1
NORTH CENTRAL	270	6116	31.2	42.0	26.8	0.0	266	6070	18.8	32.6	24.8	23.9
SOUTH	302	6897	21.2	29.9	48.8	0.0	296	6765	16.7	23.7	12.4	47.2
WEST	194	3650	28.3	37.2	34.5	0.0	192	3639	17.1	20.4	33.0	29.4
COMMUNITY TYPE:												
URBAN	243	3491	39.0	28.3	32.7	0.0	240	3457	33.4	15.7	21.7	29.1
SUBURBAN	465	6833	40.8	33.6	25.6	0.0	459	6759	29.9	30.3	18.5	21.2
RURAL	264	9768	27.2	33.3	39.6	0.0	261	9687	14.2	27.4	21.1	37.3
SCHOOL SIZE:												
0 - 199	56	5948	30.7	29.1	40.2	0.0	56	5948	21.7	22.2	18.8	37.2
200 - 499	110	4648	36.3	32.1	31.6	0.0	109	4647	28.2	19.6	21.7	30.5
500 - 999	191	3830	38.8	34.1	27.2	0.0	189	3789	21.4	33.8	21.9	22.9
1000 - 1999	370	3728	31.5	37.8	30.7	0.0	367	3673	18.6	36.1	18.6	26.7
2000 & ABOVE	186	957	38.1	36.3	25.6	0.0	182	920	21.0	31.6	28.1	19.3

NOTE: PERCENTAGES ARE BASED ON WEIGHTED DATA.

Table 4-31

STUDENT RATING OF CONDITION OF SCHOOL BUILDINGS AND CLASSROOMS
(1=POOR; 4=EXCELLENT)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	20259	2601930	2.70	0.8	2.83	0.8	0.8	0.1*	0.2
SEX:									
MALE	9721	1271086	2.69	0.8	2.84	0.8	0.8	0.2*	0.2
FEMALE	10538	1330844	2.71	0.8	2.81	0.8	0.8	0.1*	0.1
SES:									
LOW	4419	531938	2.58	0.8	2.70	0.8	0.8	0.1*	0.2
MIDDLE	9870	1312197	2.70	0.8	2.82	0.8	0.8	0.1*	0.1
HIGH	5437	696677	2.80	0.8	2.96	0.8	0.8	0.2*	0.2
RACE:									
WHITE	15092	2078616	2.73	0.8	2.86	0.8	0.8	0.1*	0.2
BLACK	2432	297422	2.55	0.8	2.64	0.8	0.8	0.1*	0.1
ASIAN-AMERICAN	271	28860	2.71	0.8	2.79	0.8	0.8	0.1	0.1
AMERICAN INDIAN	153	19234	2.52	0.8	2.50	0.8	0.8	-0.0	-0.0
MEXICAN-AMERICAN	1341	90983	2.55	0.8	2.70	0.8	0.8	0.2*	0.2
PUERTO RICAN	225	22011	2.38	0.8	2.55	0.8	0.8	0.2	0.2
OTHER HISPANIC	716	61899	2.66	0.8	2.80	0.8	0.8	0.1	0.2
SCHOOL TYPE:									
PUBLIC	17455	2335327	2.68	0.8	2.80	0.8	0.8	0.1*	0.2
PRIVATE	651	76923	2.76	0.8	3.13	0.8	0.8	0.4*	0.5
CATHOLIC	2153	189680	2.89	0.7	2.96	0.8	0.8	0.1	0.1
GEOGRAPHIC REGION:									
NORTHEAST	4622	609778	2.69	0.8	2.84	0.8	0.8	0.2*	0.2
NORTH CENTRAL	6042	777877	2.73	0.8	2.87	0.8	0.8	0.1*	0.2
SOUTH	6171	813748	2.70	0.8	2.79	0.8	0.8	0.1*	0.1
WEST	3424	400527	2.66	0.8	2.79	0.8	0.8	0.1*	0.2
CURRICULUM:									
GENERAL	6568	850193	2.62	0.8	2.73	0.8	0.8	0.1*	0.1
ACADEMIC	8605	1072618	2.80	0.8	2.94	0.8	0.8	0.1*	0.2
VOCATIONAL	4985	666511	2.65	0.8	2.77	0.8	0.8	0.1*	0.2
COMMUNITY TYPE:									
URBAN	3982	471122	2.66	0.8	2.77	0.8	0.8	0.1*	0.1
SUBURBAN	10162	1267016	2.73	0.8	2.88	0.8	0.8	0.1*	0.2
RURAL	6115	863792	2.67	0.8	2.78	0.8	0.8	0.1*	0.1

Table 4-32

STUDENT RATING OF SCHOOL LIBRARY FACILITIES
(1=POOR; 4=EXCELLENT)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS		POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
			MEAN	S.D.	MEAN	S.D.			
TOTAL	19733	2531866	2.87	0.8	2.86	0.8	0.8	-0.0	-0.0
SEX:									
MALE	9469	1236742	2.85	0.8	2.86	0.9	0.8	0.0	0.0
FEMALE	10264	1295124	2.89	0.8	2.86	0.8	0.8	-0.0	-0.0
SES:									
LOW	4288	514063	2.83	0.8	2.86	0.8	0.8	0.0	0.0
MIDDLE	9611	1278275	2.87	0.8	2.86	0.8	0.8	-0.0	-0.0
HIGH	5319	681148	2.90	0.8	2.87	0.8	0.8	-0.0	-0.0
RACE:									
WHITE	14696	2024261	2.87	0.8	2.86	0.8	0.8	-0.0	-0.0
BLACK	2361	288240	2.92	0.8	2.90	0.8	0.8	-0.0	-0.0
ASIAN-AMERICAN	268	28653	2.81	0.7	2.85	0.8	0.8	0.0	0.1
AMERICAN INDIAN	152	18964	2.69	0.8	2.69	0.8	0.8	-0.0	-0.0
MEXICAN-AMERICAN	1318	88675	2.81	0.8	2.88	0.8	0.8	0.1	0.1
PUERTO RICAN	214	20409	2.88	0.8	2.88	0.8	0.8	-0.0	-0.0
OTHER HISPANIC	696	59815	2.91	0.8	2.87	0.8	0.8	-0.0	-0.0
SCHOOL TYPE:									
PUBLIC	16979	2271388	2.88	0.8	2.88	0.8	0.8	0.0	0.0
PRIVATE	643	75144	2.72	0.9	2.78	0.9	0.9	0.1	0.1
CATHOLIC	2111	185334	2.80	0.8	2.68	0.9	0.8	-0.1*	-0.2
GEOGRAPHIC REGION:									
NORTHEAST	4453	586888	2.88	0.8	2.87	0.8	0.8	-0.0	-0.0
NORTH CENTRAL	5892	759219	2.87	0.8	2.88	0.8	0.8	0.0	0.0
SOUTH	6048	795863	2.89	0.8	2.85	0.8	0.8	-0.0	-0.0
WEST	3340	389896	2.81	0.8	2.84	0.8	0.8	0.0	0.0
CURRICULUM:									
GENERAL	6402	828106	2.81	0.8	2.84	0.8	0.8	0.0	0.0
ACADEMIC	8430	1049889	2.90	0.8	2.83	0.8	0.8	-0.1*	-0.1
VOCATIONAL	4804	641819	2.90	0.8	2.94	0.8	0.8	0.0	0.1
COMMUNITY TYPE:									
URBAN	3825	451657	2.93	0.8	2.91	0.8	0.8	-0.0	-0.0
SUBURBAN	9914	1233442	2.89	0.8	2.89	0.8	0.8	-0.0	-0.0
RURAL	5994	846767	2.81	0.8	2.80	0.9	0.8	-0.0	-0.0

Table 4-33

EDUCATIONAL COST PER STUDENT (IN THOUSAND DOLLARS), 1980

	PUBLIC SCHOOLS						PRIVATE SCHOOLS					
	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	% WITH 0-0.9	% WITH 1.0-1.9	% WITH 2.0-2.9	% WITH 3.0 & UP	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	% WITH 0-0.9	% WITH 1.0-1.9	% WITH 2.0-2.9	% WITH 3.0 & UP
TOTAL	740	14991	12.6	65.9	18.2	3.2	111	4368	23.0	40.2	14.5	22.3
AVERAGE SES OF SCHOOL:												
LOW	161	3276	23.1	65.7	9.6	1.5	8	32	74.9	25.1	0.0	0.0
MEDIUM	399	8850	8.9	71.4	17.4	2.3	33	1449	40.5	39.7	1.5	18.2
HIGH	167	2778	12.4	49.8	29.5	8.2	70	2888	13.6	40.6	21.2	24.5
SCHOOL TYPE:												
PUBLIC	693	13203	11.6	67.6	18.1	2.8						
CATHOLIC							77	1494	26.3	62.9	10.7	0.0
PRIVATE							33	2872	21.2	28.4	16.5	33.9
GEOGRAPHIC REGION:												
NORTHEAST	141	2601	7.6	48.0	41.1	3.3	32	881	16.9	50.6	1.7	30.8
NORTH CENTRAL	225	5272	2.9	78.7	14.7	3.8	31	666	33.5	64.9	1.0	0.6
SOUTH	217	4735	24.5	69.5	2.5	3.5	31	1582	29.3	43.1	20.1	7.5
WEST	157	2384	15.9	50.2	32.4	1.4	17	1239	13.6	15.7	23.9	46.7
COMMUNITY TYPE:												
URBAN	155	1689	11.0	66.5	21.9	0.6	27	1691	10.4	45.1	19.5	25.0
SUBURBAN	363	5092	8.3	63.6	22.2	6.0	70	1623	30.0	34.5	3.6	31.8
RURAL	222	8211	15.7	67.2	15.0	2.1	14	1055	32.4	41.1	23.4	3.1
SCHOOL SIZE:												
0 - 199	39	3868	10.6	66.8	19.2	3.3	20	2570	23.7	29.4	22.4	24.5
200 - 499	78	3807	14.6	62.6	18.4	4.4	34	917	26.4	33.3	6.6	33.7
500 - 999	146	2911	14.3	68.4	14.7	2.6	34	550	11.1	83.0	0.0	6.0
1000 - 1999	304	3105	11.1	66.9	20.2	1.8	20	194	47.6	52.4	0.0	0.0
2000 & ABOVE	132	717	9.2	54.5	28.3	8.0	1	8	0.0	100.0	0.0	0.0

NOTE: PERCENTAGES ARE BASED ON WEIGHTED DATA.

5. Education Expenditures

A final measure of school resources is the average per pupil school expenditure in 1980. Public school administrators were asked to report their school district's average per pupil expenditure. Administrators in nonpublic schools reported the annual tuition for a high school student attending their school and what percentage of high school funds this tuition payment represented. Tuition was divided by this latter percentage to estimate school expenditures for private schools. Table 4-33 groups schools by level of education expenditure.

Sixty-six percent of the public schools reported spending between $1,000 and $1,999 per pupil, while another 21 percent spent $2,000 or more. Educational expenditures varied considerably, however, among classification variables. For example, 23 percent of low SES schools spent less than $1,000 per pupil compared with 12 percent of high SES schools. Eleven percent of low SES schools spent $2,000 or more compared with 38 percent of high SES schools. Expenditures were highest in the Northeast and lowest in the South.

The range of expenditures was greater across private schools. Twenty-three percent spent less than $1,000, 40 percent between $1,000 and $1,999, 15 percent between $2,000 and $2,999, and 22 percent, $3,000 or more. The lowest spending schools (less than $1,000) were mostly low SES schools and those located in the Midwest and South. Two-thirds of the Catholic schools spent between $1,000 and $1,999, a percentage similar to the public schools. The highest spending schools ($3,000 or more) were small, medium, and high SES, non-Catholic private schools, and located in the Northeast or West.

C. SCHOOL POLICIES AND PRACTICES

School policies and practices are a measure of how a school manages its resources to provide appropriate educational experiences to all of its students. This group of variables includes the way in which academic programs are structured, the educational standards, the school climate, and the quality of instruction.

1. Academic Program Structure

Three measures of academic program structure were drawn from the school questionnaire: the percentage of students enrolled in the academic/college preparatory or general education curriculum, the use of ability groups in high school English courses, and the importance attached to selected school goals.

a. Type of curriculum. Data in Chapter 3 showed that 60 percent of students reported they were enrolled in a general education or vocational education, rather than an academic/college preparatory curriculum.

Table 4-34 shows the percentage of schools with different concentrations of students in the academic and general education program in 1980. Forty percent of the schools had 50 percent or more of their students enrolled in the academic program. These percentages varied widely by school SES, school type, and community type, however. For example, 80 percent of high SES schools enrolled a majority of their students in an academic program, compared with 11 percent of low SES schools. Ninety percent of Catholic schools compared with 27 percent of public schools had this mix of students. In fact, 82 percent of Catholic schools had 70 percent or more of their students in an academic program, compared with only 9 percent of public schools. Rural schools were less likely to have large concentrations of academic students, as were schools in the South and North-Central regions of the country. Instead, 40 to 50 percent of low and medium SES schools, public schools, schools outside the Northeast and rural schools had 70 percent or more of their students taking a general education curriculum.

b. Use of abiity grouping. Schools were asked whether they used homogeneous groupings, according to ability or achievement, for 10th- and 12th-grade students in English classes. The results for the 10th grade in 1980 and the 12th grade in 1982, the classes attended by our sample, are presented in Table 4-35. About 42 percent of the schools use ability grouping at these two grade levels in English. High SES schools are more apt to use groupings than low SES schools, and Catholic schools more than public schools. Substantial regional differences appear, with two-thirds or more of the schools in the Northeast using ability grouping in both 10th and 12th grades compared with 30 percent in the North-Central region and 43 percent in the South. The use of grouping is closely related to school size: only 15 percent of the smallest schools use this approach compared with 70 percent of the largest schools. Of those schools that used ability groups in 12th-grade English in 1980, the average number of ability groups was 2.9. The number of groups varied little among the classification variables, except for school size. The average number of groups in small schools was 2.0 compared with 3.6 in the largest schools. (See Table 4-36.)

c. School goals. In 1982, school administrators were asked to indicate their impression of the importance attached to each of 12 possible goals in their high school. For purposes of analysis, the 12 goals were grouped into four categories: Academic development (the high school should "develop students' abilities to solve problems and think critically," "prepare students for further schooling," and "prepare students to understand and deal with computers and other information technology"); social development (the high school should "help students in their social development by stressing the ability to get along with and understand all people" and "help students gain an understanding of their strengths and weaknesses"); general education (the high school should "prepare students to be good citizens," "teach basic skills," "prepare students to be informed consumers," and "give students a broad general educational background"); and vocational development (the high school should "help students make realistic plans for what they will be

Table 4-34

PERCENT OF SOPHOMORES IN GENERAL AND ACADEMIC PROGRAMS, 1980

	GENERAL PROGRAM						ACADEMIC PROGRAM					
	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	% WITH 0-29 %	% WITH 30-49 %	% WITH 50-69 %	% WITH 70-100 %	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	% WITH 0-29 %	% WITH 30-49 %	% WITH 50-69 %	% WITH 70-100 %
TOTAL	913	19856	32.8	15.0	16.2	36.1	919	19519	38.8	21.6	17.9	21.7
AVERAGE SES OF SCHOOL:												
LOW	223	4460	25.5	12.5	13.4	48.6	221	4459	67.3	20.9	3.5	8.2
MEDIUM	463	10641	24.5	16.3	18.5	40.7	465	10241	39.0	28.1	21.7	11.2
HIGH	220	4722	58.2	14.4	13.6	13.8	226	4786	11.6	8.1	23.3	56.9
SCHOOL TYPE:												
PUBLIC	798	15173	24.9	16.1	17.4	41.6	805	15135	46.3	26.8	18.1	8.8
CATHOLIC	78	1526	81.6	6.1	6.2	6.2	79	1529	6.2	2.9	8.7	82.3
PRIVATE	37	3156	47.2	13.6	15.0	24.3	35	2854	16.3	4.0	22.1	57.7
GEOGRAPHIC REGION:												
NORTHEAST	186	3229	69.1	18.4	8.6	3.9	192	3286	12.8	23.2	27.2	36.9
NORTH CENTRAL	256	5912	17.9	20.9	19.5	41.6	258	5828	40.7	29.2	18.4	11.8
SOUTH	286	6848	36.3	11.1	15.0	37.6	286	6696	47.5	20.0	7.5	25.0
WEST	185	3867	19.0	9.7	19.3	52.0	183	3709	43.1	11.1	27.8	18.1
COMMUNITY TYPE:												
URBAN	228	3375	40.4	17.7	14.0	27.9	230	3244	28.5	16.0	14.1	41.4
SUBURBAN	435	6812	44.5	14.0	19.8	21.7	438	6835	28.8	20.8	22.3	28.1
RURAL	250	9668	21.9	14.7	14.3	49.1	251	9439	49.5	24.1	16.0	10.4
SCHOOL SIZE:												
0 - 199	59	6269	24.6	6.9	13.8	54.7	56	5837	46.1	6.2	23.2	24.5
200 - 499	104	4587	33.6	13.7	14.7	38.1	106	4592	44.9	21.1	10.8	23.1
500 - 999	180	3658	44.5	19.4	15.2	20.9	179	3649	35.1	28.9	15.0	21.0
1000 - 1999	349	3513	33.5	21.8	23.9	20.8	353	3584	26.3	33.0	22.4	18.3
2000 & ABOVE	166	855	38.5	19.3	15.0	27.2	170	885	28.6	22.1	26.5	22.8

NOTE: PERCENTAGES ARE BASED ON WEIGHTED DATA.

Table 4-35

PERCENT OF SCHOOLS WITH ABILITY GROUPING IN ENGLISH

	10TH GRADE- 1980				12TH GRADE-1982			
	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION
TOTAL	904	18400	42.28	49.40	904	18400	41.91	49.34
AVERAGE SES OF SCHOOL:								
LOW	209	3843	40.84	49.15	209	3843	40.29	49.05
MEDIUM	467	10466	38.40	48.64	467	10466	38.34	48.62
HIGH	221	4022	53.21	49.90	221	4022	52.21	49.95
SCHOOL TYPE:								
PUBLIC	793	14662	43.34	49.55	793	14662	42.29	49.40
CATHOLIC	74	1425	50.88	49.99	74	1425	56.34	49.60
PRIVATE	31	2250	29.10	45.42	31	2250	29.50	45.61
GEOGRAPHIC REGION:								
NORTHEAST	187	3177	67.44	46.86	187	3177	74.05	43.84
NORTH CENTRAL	255	5887	29.90	45.78	255	5887	26.60	44.19
SOUTH	280	6466	42.81	49.48	280	6466	43.97	49.63
WEST	176	2808	37.91	48.52	176	2808	32.28	46.75
COMMUNITY TYPE:								
URBAN	219	2798	45.95	49.84	219	2798	48.32	49.97
SUBURBAN	432	6563	54.30	49.81	432	6563	50.14	50.00
RURAL	247	8977	32.14	46.70	247	8977	33.69	47.27
SCHOOL SIZE:								
0 - 199	47	4998	16.95	37.52	47	4998	15.15	35.85
200 - 499	104	4543	27.68	44.74	104	4543	35.13	47.74
500 - 999	175	3566	54.49	49.80	175	3566	54.39	49.81
1000 - 1999	355	3609	73.53	44.12	355	3609	67.75	46.74
2000 & ABOVE	170	879	76.33	42.50	170	879	69.93	45.86

Table 4-36

NUMBER OF ABILITY GROUPS IN TWELFTH GRADE ENGLISH, 1980

	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION
TOTAL	521	7854	2.90	1.13
AVERAGE SES OF SCHOOL:				
LOW	117	1636	2.70	0.89
MEDIUM	252	3994	2.97	1.29
HIGH	137	2103	2.91	0.95
SCHOOL TYPE:				
PUBLIC	449	6275	2.96	1.16
CATHOLIC	50	803	2.91	0.92
PRIVATE	9	664	2.29	0.91
GEOGRAPHIC REGION:				
NORTHEAST	144	2332	3.18	1.27
NORTH CENTRAL	101	1581	2.46	0.83
SOUTH	163	2803	2.96	1.07
WEST	100	1026	2.73	1.15
COMMUNITY TYPE:				
URBAN	136	1373	2.85	1.02
SUBURBAN	261	3282	3.16	1.33
RURAL	111	3087	2.64	0.86
SCHOOL SIZE:				
0 - 199	5	757	2.00	0.0
200 - 499	36	1706	2.34	0.62
500 - 999	95	1933	2.98	1.01
1000 - 1999	234	2424	3.32	1.26
2000 & ABOVE	115	607	3.64	1.39

after graduation," "provide in-school training for various vocations," and "arrange out-of-school experiences in various vocations").

Table 4-37 presents average ratings for each of these four groups of goals, with 1 = Not Important and 4 = Very Important. The highest ratings were given to general education (3.59) and social development (3.58). Academic development and vocational development also received high average ratings, 3.29 and 2.99, respectively. There is little variation in ratings when schools are grouped by any of the classification variables. High SES schools placed slightly more emphasis on academic development than low SES schools (3.44 versus 3.20) and less emphasis on vocational development (2.82 versus 3.16). Catholic schools gave vocational development a lower rating than public schools (2.66 versus 3.07).

2. Eduational Standards

A second set of policies affecting the educational program is the use of minimum competency standards, particularly the requirement that students pass a minimum competency test before graduation from high school, and the establishment of minimum course requirements for the academic/college preparatory curriculum.

a. Minimum competency tests. In 1980, 18 percent of the high schools required graduating seniors to pass a minimum competency (proficiency) test. This percentage rose to 21 percent by 1982. (See Table 4-38.) In that latter year, when our sample of students graduated from high school, the requirement was more likely to be found in low SES schools, in public rather than Catholic schools, in the Northeast and West, and in urban rather than rural schools.

b. Course requirements for college preparatory program. In most high schools, students enrolled in the college preparatory curriculum must complete a specified number of academic courses in English, mathematics, science, social studies, and foreign language. These requirements generally exceed those set for students in other curricular areas. In 1982, schools reported the number of semester-length courses in mathematics, science, foreign language and English/language arts required in their college preparatory curriculum. As shown in Table 4-39, only 15 percent of the schools required 6 or more semesters (3 or more years) of mathematics, and 9 percent required 6 or more semesters of science, the minimum recommended by the National Commission on Excellence in Education for all high school students. These requirements differed, however, by school characteristics. Looking at mathematics, we find that 32 percent of high SES compared with 11 percent of low or medium SES schools required 6 or more semesters. Thirty-two percent of Catholic compared to 9 percent of public schools had similar requirements. Schools in the Northeast and urban schools had stricter requirements, but there was little difference when schools were grouped by size, reflecting the higher college preparatory requirements found in Catholic and private schools. In the area of science, differences in the percentage of schools requiring 6 or more semesters emerge between high and low/medium SES schools and between

Table 4-37

IMPORTANCE OF DEVELOPING STUDENTS IN THE FOLLOWING AREAS AS A SCHOOL GOAL, 1982

(1=NOT IMPORTANT, 2=NOT TOO IMPORTANT, 3=IMPORTANT, 4=VERY IMPORTANT)

	ACADEMIC				SOCIAL				GENERAL EDUC.				VOCATIONAL			
	NUMBER OF SCHOOLS	WGTD NUMBER	MEAN	STD. DEV.	NUMBER OF SCHOOLS	WGTD NUMBER	MEAN	STD. DEV.	NUMBER OF SCHOOLS	WGTD NUMBER	MEAN	STD. DEV.	NUMBER OF SCHOOLS	WGTD NUMBER	MEAN	STD. DEV.
TOTAL	934	19024	3.29	0.44	930	18965	3.58	0.44	934	19024	3.59	0.34	931	19011	2.99	0.56
AVERAGE SES OF SCHOOL:																
LOW	213	3854	3.20	0.45	213	3854	3.68	0.40	213	3854	3.62	0.35	213	3854	3.16	0.51
MEDIUM	472	10483	3.25	0.45	469	10434	3.51	0.44	472	10483	3.60	0.33	470	10471	3.00	0.52
HIGH	223	4319	3.44	0.37	222	4309	3.63	0.43	223	4319	3.52	0.35	222	4318	2.82	0.63
SCHOOL TYPE:																
PUBLIC	804	14703	3.28	0.44	800	14645	3.56	0.44	804	14703	3.62	0.34	803	14693	3.07	0.51
CATHOLIC	73	1396	3.39	0.50	73	1396	3.71	0.39	73	1396	3.60	0.31	72	1395	2.66	0.63
PRIVATE	33	2565	3.23	0.39	33	2565	3.56	0.42	33	2565	3.40	0.32	32	2564	2.72	0.61
GEOGRAPHIC REGION:																
NORTHEAST	190	3187	3.39	0.42	189	3153	3.62	0.46	190	3187	3.55	0.39	189	3186	2.97	0.60
NORTH CENTRAL	255	5884	3.30	0.45	254	5877	3.52	0.44	255	5884	3.63	0.31	254	5874	2.94	0.52
SOUTH	280	6359	3.23	0.44	279	6351	3.61	0.41	280	6359	3.59	0.34	279	6357	3.11	0.55
WEST	185	3235	3.25	0.41	184	3224	3.54	0.46	185	3235	3.53	0.34	185	3235	2.85	0.54
COMMUNITY TYPE:																
URBAN	226	2853	3.30	0.47	226	2853	3.59	0.46	226	2853	3.58	0.33	225	2851	3.08	0.59
SUBURBAN	434	6653	3.36	0.44	430	6594	3.57	0.47	434	6653	3.56	0.36	433	6652	2.99	0.58
RURAL	250	9159	3.22	0.42	250	9159	3.57	0.41	250	9159	3.60	0.33	249	9149	2.96	0.52
SCHOOL SIZE:																
0 - 199	50	5319	3.09	0.40	50	5319	3.54	0.40	50	5319	3.48	0.33	50	5319	2.78	0.53
200 - 499	103	4464	3.29	0.44	102	4430	3.57	0.45	103	4464	3.61	0.34	102	4463	3.00	0.59
500 - 999	176	3591	3.38	0.41	176	3591	3.57	0.45	176	3591	3.62	0.33	176	3591	3.01	0.52
1000 - 1999	356	3611	3.41	0.44	353	3586	3.60	0.45	356	3611	3.65	0.32	354	3600	3.17	0.51
2000 & ABOVE	175	911	3.46	0.42	175	911	3.59	0.50	175	911	3.68	0.33	175	911	3.28	0.49

Table 4-38

PERCENT OF SCHOOLS REQUIRING MINIMUM COMPETENCY TESTS (MCT) TO GRADUATE

	1980 RESPONSE				1982 RESPONSE			
	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION
TOTAL	929	18955	17.56	38.05	929	18955	21.49	41.07
AVERAGE SES OF SCHOOL:								
LOW	213	3987	20.14	40.10	213	3987	25.57	43.63
MEDIUM	470	10492	15.38	36.07	470	10492	18.09	38.50
HIGH	224	4050	21.73	41.24	224	4050	22.43	41.71
SCHOOL TYPE:								
PUBLIC	804	14862	18.33	38.69	804	14862	23.37	42.32
CATHOLIC	74	1425	15.66	36.35	74	1425	11.26	31.61
PRIVATE	31	2250	15.51	36.20	31	2250	8.57	27.99
GEOGRAPHIC REGION:								
NORTHEAST	191	3203	39.30	48.84	191	3203	37.47	48.41
NORTH CENTRAL	258	5927	3.26	17.75	258	5927	3.29	17.85
SOUTH	280	6455	14.03	34.72	280	6455	20.85	40.62
WEST	180	2953	31.80	46.57	180	2953	36.75	48.21
COMMUNITY TYPE:								
URBAN	226	2853	34.46	47.52	226	2853	31.87	46.60
SUBURBAN	434	6582	17.98	38.40	434	6582	24.85	43.21
RURAL	249	9103	12.41	32.97	249	9103	14.08	34.78
SCHOOL SIZE:								
0 - 199	48	5004	9.51	29.34	48	5004	4.61	20.98
200 - 499	104	4617	15.39	36.08	104	4617	13.98	34.68
500 - 999	177	3620	17.99	38.41	177	3620	23.67	42.51
1000 - 1999	358	3637	23.81	42.59	358	3637	35.96	47.99
2000 & ABOVE	174	894	40.60	49.11	174	894	58.09	49.34

Table 4-39

NUMBER OF COURSES REQUIRED IN MATH AND SCIENCE FOR COLEGE PREP., 1982

	MATH COURSES						SCIENCE COURSES					
	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	% WITH 0-1	% WITH 2-3	% WITH 4-5	% WITH 6 & UP	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	% WITH 0-1	% WITH 2-3	% WITH 4-5	% WITH 6 & UP
TOTAL	877	17884	8.7	45.8	30.9	14.6	876	17871	12.3	48.4	30.1	9.2
AVERAGE SES OF SCHOOL:												
LOW	205	3716	11.7	50.3	27.4	10.7	205	3716	19.9	46.9	25.0	8.1
MEDIUM	450	10160	8.7	47.6	34.4	9.3	450	10160	10.7	50.9	32.6	5.7
HIGH	220	3999	6.0	36.9	25.4	31.7	219	3987	9.1	43.4	28.4	19.1
SCHOOL TYPE:												
PUBLIC	772	14222	10.2	50.0	30.8	9.1	771	14209	13.3	52.7	27.3	6.6
CATHOLIC	74	1411	5.8	25.2	36.6	32.4	74	1411	8.2	32.5	40.1	19.2
PRIVATE	31	2250	1.5	32.0	28.0	38.5	31	2250	8.5	31.2	41.2	19.1
GEOGRAPHIC REGION:												
NORTHEAST	180	3062	9.7	33.7	31.9	24.7	179	3050	12.8	38.9	38.2	10.2
NORTH CENTRAL	248	5782	13.7	54.9	23.6	7.8	248	5782	12.5	58.9	22.5	6.1
SOUTH	275	6183	5.9	44.9	32.4	16.9	275	6183	14.1	43.8	31.1	11.0
WEST	174	2856	3.7	42.3	41.4	12.6	174	2856	7.5	47.4	34.6	10.5
COMMUNITY TYPE:												
URBAN	212	2535	3.4	26.2	34.4	36.0	212	2535	6.3	30.7	49.3	13.6
SUBURBAN	425	6384	6.6	44.8	32.0	16.6	424	6372	14.0	45.1	27.7	13.2
RURAL	240	8965	11.7	52.0	29.1	7.1	240	8965	12.8	55.8	26.3	5.1
SCHOOL SIZE:												
0 - 199	47	4905	5.1	52.6	29.5	12.8	47	4905	8.9	52.2	32.4	6.4
200 - 499	101	4357	12.2	46.9	22.4	18.5	101	4357	13.0	45.4	25.1	16.5
500 - 999	165	3319	9.9	37.3	36.7	16.1	165	3319	13.6	45.1	34.0	7.4
1000 - 1999	337	3426	8.6	39.9	38.0	13.6	336	3413	14.1	46.7	30.6	8.5
2000 & ABOVE	161	835	4.5	46.6	37.6	11.4	161	835	12.0	51.1	31.7	5.1

NOTE: PERCENTAGES ARE BASED ON WEIGHTED DATA.

public and Catholic schools, but the gap is smaller than with mathematics. There are few regional differences and a narrower difference between rural and non-rural schools.

Course requirements for foreign language and English are shown in Table 4-40. Eighteen percent of the schools required 4 or more semesters (2 or more years) of a foreign language in their college preparatory curriculum, the number of semesters recommended by the National Commission on Excellence in Education for college-bound students. Percentages range from 35 percent of high SES schools to 10 percent of low SES schools; 39 percent of Catholic schools to 12 percent of public schools; 30 percent of schools in the Northeast to 12 percent of schools in the North-Central region; and 37 percent of urban schools to 7 percent of rural schools. Sixty-one percent of the schools required college-preparatory students to take 6 or more semesters of English. Variation in this requirement is found when schools are grouped by student SES and community type. Sixty-eight percent of high SES schools have this requirement compared with 46 percent of low SES schools, and 76 percent of urban schools compared with 52 percent of rural schools. The National Commission suggested that all high school students take 4 years, or 8 semesters of English.

3. School Climate

The school and student questionnaire contained a number of questions designed to measure the extent of disciplinary problems in the school, the number and type of rules enforced in the school, and the students' perception of the effectiveness and fairness of disciplinary policies.

a. Disciplinary problems. Three different measures of the extent of disciplinary problems in the schools will be discussed. First, schools reported the percentage of seniors suspended for academic or disciplinary reasons in 1982 (Table 4-41). Fourteen percent of the schools had suspension rates of 10 percent or more, ranging from 4 percent of the Catholic schools to 16 percent of the public schools. Suspension rates were generally higher in low SES than in high SES schools, and lower in schools in the South. There was little variation among schools when they were grouped by community type and school size, except for the very smallest schools (fewer than 200 students).

Second, school administrators reported how often verbal confrontation occurred among students (Table 4-42) and between students and teachers (Table 4-43). A response of 1 meant the confrontation occurred daily and a response of 4 meant it occurred rarely or never. The average response was 2.8 fpr verbal confrontation among students (slightly more often than once a month) and 3.2 for verbal confrontation between students and teachers (slightly less often than once a month). Either type of confrontation occurred with less frequency in high SES schools, in Catholic schools, rural schools, and small schools.

Table 4-40

NUMBER OF COURSES REQUIRED IN LANGUAGES FOR COLLEGE PREP., 1982

	LANGUAGE COURSES						ENGLISH COURSES					
	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	% WITH 0-1	% WITH 2-3	% WITH 4-5	% WITH 6 & UP	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	% WITH 0-1	% WITH 2-3	% WITH 4-5	% WITH 6 & UP
TOTAL	826	16480	67.1	14.7	13.1	5.2	878	17931	2.4	9.0	27.7	60.9
AVERAGE SES OF SCHOOL:												
LOW	195	3222	76.7	13.4	8.8	1.1	205	3712	3.1	17.5	33.5	46.0
MEDIUM	420	9365	73.7	12.3	11.8	2.3	449	10177	2.7	8.8	24.6	63.8
HIGH	209	3883	43.1	21.5	19.8	15.6	222	4032	0.8	1.6	30.1	67.5
SCHOOL TYPE:												
PUBLIC	723	12990	77.6	10.1	10.8	1.5	773	14269	2.9	11.0	25.6	60.6
CATHOLIC	73	1396	32.1	28.8	31.1	8.0	74	1411	1.4	3.3	30.3	65.0
PRIVATE	30	2093	24.9	33.7	15.3	26.1	31	2250	0.0	0.0	39.5	60.5
GEOGRAPHIC REGION:												
NORTHEAST	175	2977	42.2	27.3	25.3	5.1	179	3061	0.5	2.3	37.8	59.3
NORTH CENTRAL	234	5480	80.1	8.1	10.5	1.4	250	5848	2.9	14.0	14.6	68.5
SOUTH	250	5319	69.3	17.1	9.4	4.2	275	6179	2.6	7.8	38.7	50.8
WEST	167	2703	63.5	9.5	12.0	15.0	174	2843	2.8	8.5	19.8	68.9
COMMUNITY TYPE:												
URBAN	201	2479	36.4	27.1	27.3	9.3	212	2543	2.1	3.7	18.1	76.1
SUBURBAN	406	5791	58.8	14.5	16.9	9.8	425	6371	1.5	4.2	26.6	67.7
RURAL	219	8209	82.1	11.1	6.1	0.7	241	9017	3.1	13.9	31.2	51.9
SCHOOL SIZE:												
0 - 199	42	4344	67.6	17.7	7.4	7.3	47	4905	0.0	10.7	31.7	57.6
200 - 499	96	4106	70.8	12.1	10.2	6.9	101	4357	4.1	9.3	28.2	58.4
500 - 999	156	3023	63.2	14.4	18.1	4.3	167	3384	4.2	7.5	22.5	65.8
1000 - 1999	321	3264	66.1	11.2	19.4	3.3	337	3417	1.7	5.3	27.6	65.4
2000 & ABOVE	148	769	62.0	17.9	17.5	2.6	160	824	1.7	8.8	20.1	69.4

NOTE: PERCENTAGES ARE BASED ON WEIGHTED DATA.

Table 4-41

PERCENT OF SENIORS SUSPENDED FOR ACADEMIC OR DISCIPLINARY REASONS, 1982

	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	% WITH 0-4 %	% WITH 5-9 %	% WITH 10-19 %	% WITH 20-100 %
TOTAL	947	19680	69.7	16.5	10.6	3.3
AVERAGE SES OF SCHOOL:						
LOW	230	4226	66.3	15.5	16.1	2.0
MEDIUM	483	10716	68.0	18.2	10.7	3.1
HIGH	231	4724	76.5	13.3	5.4	4.8
SCHOOL TYPE:						
PUBLIC	838	15389	65.0	19.5	12.3	3.2
CATHOLIC	74	1411	81.1	15.1	3.8	0.0
PRIVATE	35	2880	88.8	0.8	4.9	5.5
GEOGRAPHIC REGION:						
NORTHEAST	200	3280	61.5	21.5	13.9	3.0
NORTH CENTRAL	261	5992	71.4	19.8	5.2	3.5
SOUTH	294	6646	70.2	14.1	13.8	1.9
WEST	192	3762	72.9	10.9	10.6	5.6
COMMUNITY TYPE:						
URBAN	236	3211	72.6	13.7	10.1	3.6
SUBURBAN	449	6837	65.3	18.4	10.7	5.6
RURAL	262	9632	71.8	16.0	10.7	1.5
SCHOOL SIZE:						
0 - 199	52	5634	92.0	4.7	0.5	2.8
200 - 499	107	4670	73.8	10.2	14.0	2.0
500 - 999	178	3629	56.5	24.6	14.6	4.3
1000 - 1999	363	3701	50.2	31.7	13.9	4.2
2000 & ABOVE	174	901	53.3	26.2	12.6	7.9

NOTE: PERCENTAGES ARE BASED ON WEIGHTED DATA.

Table 4-42

OCCURRENCE OF VERBAL CONFRONTATION AMONG STUDENTS, 1982

(1=DAILY, 2=WEEKLY, 3=MONTHLY, 4=RARELY/NEVER)

	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION
TOTAL	926	19035	2.83	0.94
AVERAGE SES OF SCHOOL:				
LOW	208	3930	2.70	0.93
MEDIUM	468	10375	2.78	0.91
HIGH	224	4362	3.07	0.96
SCHOOL TYPE:				
PUBLIC	796	14687	2.72	0.90
CATHOLIC	74	1425	3.34	0.83
PRIVATE	32	2564	3.21	1.00
GEOGRAPHIC REGION:				
NORTHEAST	191	3203	2.85	0.95
NORTH CENTRAL	254	5891	2.86	0.92
SOUTH	276	6373	2.76	0.93
WEST	181	3210	2.91	0.97
COMMUNITY TYPE:				
URBAN	224	2839	2.68	1.03
SUBURBAN	430	6646	2.76	0.97
RURAL	248	9191	2.93	0.87
SCHOOL SIZE:				
0 - 199	50	5319	3.19	0.96
200 - 499	102	4546	2.95	0.86
500 - 999	175	3567	2.72	0.87
1000 - 1999	352	3581	2.45	0.88
2000 & ABOVE	174	908	2.46	0.92

Table 4-43

OCCURRENCE OF VERBAL CONFRONTATION BETWEEN STUDENTS AND TEACHERS, 1982
(1=DAILY, 2=WEEKLY, 3=MONTHLY, 4=RARELY/NEVER)

	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION
TOTAL	926	18998	3.17	0.80
AVERAGE SES OF SCHOOL:				
LOW	209	3939	3.12	0.81
MEDIUM	468	10344	3.13	0.79
HIGH	223	4346	3.28	0.79
SCHOOL TYPE:				
PUBLIC	795	14648	3.09	0.81
CATHOLIC	74	1425	3.50	0.77
PRIVATE	33	2565	3.41	0.67
GEOGRAPHIC REGION:				
NORTHEAST	191	3203	3.16	0.85
NORTH CENTRAL	254	5383	3.11	0.78
SOUTH	276	6328	3.15	0.77
WEST	181	3165	3.31	0.81
COMMUNITY TYPE:				
URBAN	224	2839	2.94	0.83
SUBURBAN	430	6653	3.18	0.83
RURAL	248	9146	3.22	0.75
SCHOOL SIZE:				
0 - 199	50	5319	3.44	0.68
200 - 499	103	4548	3.12	0.71
500 - 999	175	3567	3.08	0.88
1000 - 1999	353	3605	2.94	0.85
2000 & ABOVE	173	899	2.95	0.93

Third, administrators assessed the severity of 12 problems in their schools in both 1980 and 1982. Table 4-44 presents their responses to five of these problems, and an average response to all 12 problems. Responses were 1 = serious to 4 = no problem exists.

Table 4-44

Severity of Problems in the High School
(Scale: 1 = serious to 4 = no problems)

	1980		1982	
	Mean	S.D.	Mean	S.D.
Teacher absenteeism	3.2	0.7	3.2	0.7
Vandalism within the school	2.8	0.6	2.9	0.5
Drug and alcohol abuse	2.6	0.7	2.7	0.7
Student absenteeism	2.6	0.8	2.5	0.7
Parental lack of interest in students' progress	2.6	0.8	2.5	0.7
Average of 12 problems	3.0	0.4	3.0	0.4

The average report for all 12 problems was 3.0, or minor. Teacher absenteeism, vandalism, and drug and alcohol abuse were considered minor problems, while student absenteeism and lack of parental interest fell between moderate and minor. These ratings are shown by classification variables in Tables 4-45 through 4-50. Generally, problems are less severe in high SES than in low SES schools, in Catholic than in public schools, in rural than in urban schools, and in small than in large schools. Large differences occur between high and low SES schools in two areas: student absenteeism and lack of parental interest. Differences between Catholic and public schools are substantial in these two areas and with regard to teacher absenteeism. School size is associated with the reported severity of student absenteeism, teacher absenteeism, vandalism, and drug and alcohol abuse.

Finally, students were asked to what extent certain disciplinary matters were problems in their schools. Table 4-51 summarizes their responses as sophomores (1980) and seniors (1982). Responses were 1 = Often Happens to 3 = Rarely or Never Happens.

Table 4-45

SEVERITY OF TEACHER ABSENTEEISM
(1=SERIOUS, 2=MODERATE, 3=MINOR, 4=NO PROBLEM EXISTS)

	1980 RESPONSE				1982 RESPONSE			
	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION
TOTAL	904	18674	3.16	0.66	904	18674	3.15	0.67
AVERAGE SES OF SCHOOL:								
LOW	203	3881	2.96	0.66	203	3881	3.00	0.67
MEDIUM	467	10344	3.22	0.68	467	10344	3.15	0.65
HIGH	224	4365	3.19	0.59	224	4365	3.28	0.69
SCHOOL TYPE:								
PUBLIC	791	14611	3.09	0.67	791	14611	3.05	0.65
CATHOLIC	73	1424	3.43	0.66	73	1424	3.55	0.58
PRIVATE	32	2564	3.41	0.49	32	2564	3.52	0.61
GEOGRAPHIC REGION:								
NORTHEAST	187	3138	2.98	0.70	187	3138	3.06	0.64
NORTH CENTRAL	252	5836	3.29	0.68	252	5836	3.20	0.70
SOUTH	277	6420	3.12	0.62	277	6420	3.14	0.63
WEST	180	3206	3.17	0.62	180	3206	3.16	0.72
COMMUNITY TYPE:								
URBAN	217	2816	3.08	0.66	217	2816	3.14	0.78
SUBURBAN	431	6672	3.04	0.65	431	6672	3.06	0.63
RURAL	248	9110	3.27	0.66	248	9110	3.21	0.66
SCHOOL SIZE:								
0 - 199	50	5319	3.51	0.51	50	5319	3.38	0.59
200 - 499	101	4429	3.12	0.64	101	4429	3.22	0.69
500 - 999	174	3591	3.11	0.67	174	3591	3.17	0.66
1000 - 1999	353	3616	2.91	0.65	353	3616	2.87	0.58
2000 & ABOVE	171	896	2.71	0.67	171	896	2.80	0.66

Table 4-46

SEVERITY OF VANDALISM WITHIN THE SCHOOL
(1=SERIOUS, 2=MODERATE, 3=MINOR, 4=NO PROBLEM EXISTS)

	1980 RESPONSE				1982 RESPONSE			
	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION
TOTAL	908	18753	2.84	0.61	908	18753	2.94	0.52
AVERAGE SES OF SCHOOL:								
LOW	209	3944	2.74	0.66	209	3944	2.87	0.60
MEDIUM	464	10357	2.87	0.60	464	10357	2.96	0.49
HIGH	225	4369	2.85	0.58	225	4369	2.94	0.50
SCHOOL TYPE:								
PUBLIC	794	14689	2.78	0.61	794	14689	2.90	0.51
CATHOLIC	74	1425	3.04	0.55	74	1425	3.03	0.56
PRIVATE	32	2564	3.05	0.57	32	2564	3.10	0.51
GEOGRAPHIC REGION:								
NORTHEAST	188	3170	2.79	0.74	188	3170	2.91	0.50
NORTH CENTRAL	255	5920	2.93	0.57	255	5920	2.93	0.50
SOUTH	277	6391	2.77	0.54	277	6391	2.97	0.56
WEST	180	3198	2.88	0.65	180	3198	2.91	0.46
COMMUNITY TYPE:								
URBAN	223	2835	2.74	0.75	223	2835	2.86	0.71
SUBURBAN	428	6622	2.80	0.58	428	6622	2.90	0.52
RURAL	249	9221	2.89	0.58	249	9221	2.98	0.43
SCHOOL SIZE:								
0 - 199	50	5319	3.16	0.56	50	5319	3.10	0.47
200 - 499	103	4548	2.77	0.55	103	4548	2.95	0.50
500 - 999	175	3580	2.80	0.54	175	3580	2.94	0.49
1000 - 1999	354	3605	2.68	0.54	354	3605	2.80	0.50
2000 & ABOVE	173	900	2.48	0.63	173	900	2.70	0.57

Table 4-47

SEVERITY OF DRUG AND ALCOHOL ABUSE
(1=SERIOUS, 2=MODERATE, 3=MINOR, 4=NO PROBLEM EXISTS)

	1980 RESPONSE				1982 RESPONSE			
	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION
TOTAL	895	18531	2.57	0.69	895	18531	2.69	0.70
AVERAGE SES OF SCHOOL:								
LOW	207	3868	2.47	0.77	207	3868	2.60	0.74
MEDIUM	458	10269	2.56	0.68	458	10269	2.69	0.66
HIGH	220	4310	2.66	0.62	220	4310	2.78	0.74
SCHOOL TYPE:								
PUBLIC	784	14492	2.48	0.68	784	14492	2.59	0.65
CATHOLIC	71	1399	2.85	0.71	71	1399	2.82	0.59
PRIVATE	32	2564	2.91	0.57	32	2564	3.19	0.76
GEOGRAPHIC REGION:								
NORTHEAST	183	3097	2.58	0.67	183	3097	2.71	0.66
NORTH CENTRAL	251	5855	2.53	0.68	251	5855	2.64	0.64
SOUTH	273	6306	2.63	0.74	273	6306	2.70	0.76
WEST	180	3198	2.49	0.63	180	3198	2.73	0.70
COMMUNITY TYPE:								
URBAN	219	2793	2.67	0.73	219	2793	2.68	0.80
SUBURBAN	423	6556	2.47	0.66	423	6556	2.51	0.70
RURAL	245	9107	2.60	0.69	245	9107	2.82	0.63
SCHOOL SIZE:								
0 - 199	49	5288	2.87	0.78	49	5288	3.15	0.75
200 - 499	102	4502	2.57	0.57	102	4502	2.63	0.54
500 - 999	175	3580	2.39	0.67	175	3580	2.46	0.60
1000 - 1999	343	3457	2.39	0.61	343	3457	2.41	0.57
2000 & ABOVE	174	903	2.37	0.56	174	903	2.44	0.58

Table 4-48

SEVERITY OF STUDENT ABSENTEEISM
(1=SERIOUS, 2=MODERATE, 3=MINOR, 4=NO PROBLEM EXISTS)

	1980 RESPONSE				1982 RESPONSE			
	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION
TOTAL	910	18715	2.55	0.76	910	18715	2.52	0.72
AVERAGE SES OF SCHOOL:								
LOW	208	3815	2.25	0.78	208	3815	2.22	0.79
MEDIUM	468	10452	2.54	0.74	468	10452	2.53	0.69
HIGH	224	4364	2.83	0.69	224	4364	2.74	0.62
SCHOOL TYPE:								
PUBLIC	798	14662	2.39	0.73	798	14662	2.41	0.73
CATHOLIC	72	1414	3.09	0.63	72	1414	2.96	0.69
PRIVATE	32	2564	3.14	0.57	32	2564	2.89	0.40
GEOGRAPHIC REGION:								
NORTHEAST	187	3175	2.67	0.72	187	3175	2.73	0.76
NORTH CENTRAL	254	5916	2.61	0.73	254	5916	2.57	0.72
SOUTH	279	6331	2.48	0.75	279	6331	2.40	0.67
WEST	182	3218	2.45	0.86	182	3218	2.44	0.70
COMMUNITY TYPE:								
URBAN	221	2817	2.44	0.94	221	2817	2.30	0.77
SUBURBAN	431	6678	2.48	0.69	431	6678	2.52	0.68
RURAL	250	9145	2.63	0.75	250	9145	2.58	0.72
SCHOOL SIZE:								
0 - 199	49	5190	2.98	0.72	49	5190	2.83	0.54
200 - 499	104	4593	2.51	0.60	104	4593	2.58	0.67
500 - 999	175	3592	2.50	0.68	175	3592	2.46	0.71
1000 - 1999	354	3619	2.20	0.76	354	3619	2.18	0.71
2000 & ABOVE	174	903	2.01	0.75	174	903	2.06	0.70

Table 4-49

SEVERITY OF PARENTAL LACK OF INTEREST IN STUDENTS PROGRESS
(1=SERIOUS, 2=MODERATE, 3=MINOR, 4=NO PROBLEM EXISTS)

	1980 RESPONSE				1982 RESPONSE			
	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION
TOTAL	909	18776	2.58	0.82	909	18776	2.54	0.70
AVERAGE SES OF SCHOOL:								
LOW	207	3917	1.98	0.73	207	3917	2.21	0.69
MEDIUM	468	10427	2.52	0.70	468	10427	2.48	0.63
HIGH	225	4367	3.28	0.67	225	4367	2.96	0.66
SCHOOL TYPE:								
PUBLIC	797	14732	2.37	0.74	797	14732	2.41	0.67
CATHOLIC	73	1424	3.32	0.71	73	1424	3.04	0.71
PRIVATE	32	2564	3.38	0.59	32	2564	3.00	0.54
GEOGRAPHIC REGION:								
NORTHEAST	186	3176	2.70	0.84	186	3176	2.49	0.74
NORTH CENTRAL	255	5902	2.62	0.76	255	5902	2.61	0.69
SOUTH	279	6423	2.37	0.83	279	6423	2.42	0.70
WEST	182	3218	2.82	0.81	182	3218	2.69	0.64
COMMUNITY TYPE:								
URBAN	221	2829	2.81	0.82	221	2829	2.52	0.72
SUBURBAN	431	6662	2.67	0.84	431	6662	2.56	0.78
RURAL	250	9229	2.44	0.79	250	9229	2.53	0.63
SCHOOL SIZE:								
0 - 199	49	5297	2.86	0.85	49	5297	2.71	0.54
200 - 499	103	4548	2.37	0.83	103	4548	2.46	0.77
500 - 999	176	3596	2.57	0.84	176	3596	2.56	0.75
1000 - 1999	355	3632	2.49	0.71	355	3632	2.43	0.71
2000 & ABOVE	173	905	2.53	0.67	173	905	2.45	0.64

Table 4-50

AVERAGE OF SEVERITY OF PROBLEMS WITHIN SCHOOLS
(1=SERIOUS, 2=MODERATE, 3=MINOR, 4=NO PROBLEM EXISTS)

	1980 RESPONSE				1982 RESPONSE			
	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION
TOTAL	911	18813	3.01	0.41	911	18813	3.01	0.36
AVERAGE SES OF SCHOOL:								
LOW	208	3939	2.80	0.38	208	3939	2.88	0.39
MEDIUM	469	10428	3.01	0.39	469	10428	3.00	0.33
HIGH	224	4362	3.19	0.38	224	4362	3.15	0.36
SCHOOL TYPE:								
PUBLIC	797	14748	2.92	0.38	797	14748	2.93	0.34
CATHOLIC	74	1425	3.36	0.37	74	1425	3.29	0.25
PRIVATE	32	2564	3.33	0.29	32	2564	3.33	0.26
GEOGRAPHIC REGION:								
NORTHEAST	188	3183	3.01	0.40	188	3183	2.99	0.34
NORTH CENTRAL	255	5920	3.06	0.40	255	5920	3.04	0.36
SOUTH	278	6416	2.95	0.39	278	6416	2.99	0.36
WEST	182	3218	3.02	0.44	182	3218	3.02	0.38
COMMUNITY TYPE:								
URBAN	221	2829	2.97	0.51	221	2829	2.93	0.50
SUBURBAN	432	6680	2.96	0.38	432	6680	2.98	0.35
RURAL	250	9229	3.06	0.38	250	9229	3.06	0.31
SCHOOL SIZE:								
0 - 199	50	5319	3.31	0.35	50	5319	3.25	0.26
200 - 499	103	4548	2.98	0.32	103	4548	3.03	0.32
500 - 999	176	3596	2.95	0.38	176	3596	2.96	0.34
1000 - 1999	355	3627	2.81	0.35	355	3627	2.80	0.33
2000 & ABOVE	172	901	2.68	0.38	172	901	2.71	0.36

Table 4-51

Student Assessment of Disciplinary Problems in School
(Scale: 1 = serious to 4 = no problem)

	1980		1982	
	Mean	S.D.	Mean	S.D.
Students attack or threaten to attack teachers	2.8	0.5	2.9	0.4
Students get in fights with each other	2.0	0.7	2.1	0.7
Students refuse to obey instructions	1.9	0.7	2.0	0.7
Students talk back to teachers	1.8	0.7	1.9	0.7
Students don't attend school	1.7	0.7	1.7	0.7
Students cut classes	1.5	0.7	1.6	0.7

Students reported that students rarely (2.8) attacked or threatened to attack their teachers, and that sometimes (2.0) students fought with each other, refused to obey instructions, and talked back to teachers. They cut classes and skipped school somewhat more frequently. Again, some of these responses varied by classification variables. (See Tables 4-52 through 4-57.) Students in public schools, for example, reported that students sometimes got in fights with each other, while those in Catholic schools reported student fights rarely occurred (2.1 versus 2.7). Student absenteeism and the cutting of classes were also reported to be considerably more frequent in public than in Catholic schools (1.6 versus 2.2 for absenteeism and 1.5 versus 2.0 for cutting classes). Smaller differences were found between these two school types in two other areas: students refuse to obey instructions and students talk back to teachers. Small differences also appeared between high and low SES students and academic and nonacademic students in three areas: students fighting with each other, refusing to obey instructions, and talking back to teachers.

b. School Rules. Schools were asked to report which of five rules they enforced in 1980 and which of nine rules they enforced in 1982. In the latter year, the rules ranged in coverage from the use of hall passes to student dress codes to rules about materials to be brought to class. As shown in Table 4-58, the average number of school rules enforced was 6.6 in 1982, with little variation by type or location of school. When students were asked how many of these rules were enforced by their school, the mean response was generally 0.7 below that reported by the schools. This finding held across all types of schools.

Table 4-52

EXTENT OF DISCIPLINARY PROBLEM IN SCHOOL: STUDENTS ATTACK OR THREATEN TO ATTACK TEACHERS
(1=OFTEN HAPPENS; 3=RARELY OR NEVER HAPPENS)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	21295	2727835	2.79	0.5	2.85	0.4	0.5	0.1*	0.1
SEX:									
MALE	10332	1346396	2.76	0.5	2.83	0.4	0.5	0.1*	0.1
FEMALE	10963	1381439	2.82	0.5	2.87	0.4	0.4	0.1*	0.1
SES:									
LOW	4747	570134	2.72	0.5	2.80	0.5	0.5	0.1*	0.2
MIDDLE	10277	1362595	2.79	0.5	2.85	0.4	0.4	0.1*	0.1
HIGH	5580	714785	2.86	0.4	2.90	0.3	0.4	0.0*	0.1
RACE:									
WHITE	15566	2141232	2.82	0.4	2.88	0.4	0.4	0.1*	0.1
BLACK	2733	336836	2.60	0.6	2.70	0.6	0.6	0.1*	0.2
ASIAN-AMERICAN	289	31356	2.83	0.4	2.88	0.3	0.4	0.0	0.1
AMERICAN INDIAN	182	23328	2.73	0.5	2.88	0.4	0.5	0.1	0.3
MEXICAN-AMERICAN	1496	102236	2.74	0.5	2.82	0.5	0.5	0.1*	0.2
PUERTO RICAN	243	23803	2.58	0.6	2.70	0.5	0.6	0.1	0.2
OTHER HISPANIC	753	65392	2.75	0.5	2.80	0.5	0.5	0.1	0.1
SCHOOL TYPE:									
PUBLIC	18415	2456964	2.77	0.5	2.84	0.4	0.5	0.1*	0.1
PRIVATE	663	78170	2.95	0.2	2.95	0.3	0.2	-0.0	-0.0
CATHOLIC	2217	192700	2.94	0.3	2.94	0.3	0.3	0.0	0.0
GEOGRAPHIC REGION:									
NORTHEAST	4757	626865	2.74	0.5	2.83	0.4	0.5	0.1*	0.2
NORTH CENTRAL	6347	813537	2.81	0.5	2.86	0.4	0.4	0.1*	0.1
SOUTH	6574	869657	2.78	0.5	2.83	0.4	0.5	0.1*	0.1
WEST	3617	417775	2.85	0.4	2.89	0.3	0.4	0.0*	0.1
CURRICULUM:									
GENERAL	6924	891534	2.77	0.5	2.83	0.4	0.5	0.1*	0.1
ACADEMIC	8835	1098292	2.86	0.4	2.91	0.3	0.4	0.0*	0.1
VOCATIONAL	5415	723438	2.72	0.6	2.79	0.5	0.5	0.1*	0.1
COMMUNITY TYPE:									
URBAN	4336	512630	2.71	0.6	2.77	0.5	0.5	0.1*	0.1
SUBURBAN	10612	1321246	2.81	0.5	2.87	0.4	0.4	0.1*	0.1
RURAL	6347	893959	2.80	0.5	2.86	0.4	0.4	0.1*	0.1

Table 4-53

EXTENT OF DISCIPLINARY PROBLEM IN SCHOOL: STUDENTS GET IN FIGHTS WITH EACH OTHER
(1=OFTEN HAPPENS; 3=RARELY OR NEVER HAPPENS)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS		POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
			MEAN	S.D.	MEAN	S.D.			
TOTAL	21294	2726890	1.99	0.7	2.14	0.7	0.7	0.1*	0.2
SEX:									
MALE	10330	1345974	1.96	0.7	2.14	0.7	0.7	0.2*	0.3
FEMALE	10964	1380916	2.02	0.7	2.13	0.7	0.7	0.1*	0.2
SES:									
LOW	4745	569866	1.91	0.7	2.02	0.7	0.7	0.1*	0.2
MIDDLE	10274	1361933	1.97	0.7	2.11	0.7	0.7	0.1*	0.2
HIGH	5578	714126	2.10	0.7	2.30	0.6	0.7	0.2*	0.3
RACE:									
WHITE	15569	2140694	2.01	0.7	2.17	0.6	0.7	0.2*	0.2
BLACK	2726	336291	1.90	0.7	1.96	0.7	0.7	0.1*	0.1
ASIAN-AMERICAN	288	31194	2.18	0.7	2.27	0.6	0.6	0.1	0.1
AMERICAN INDIAN	182	23328	1.94	0.7	2.03	0.7	0.7	0.1	0.1
MEXICAN-AMERICAN	1498	102385	1.98	0.7	2.13	0.7	0.7	0.2*	0.2
PUERTO RICAN	242	23784	1.95	0.7	1.93	0.7	0.7	0.0	-0.0
OTHER HISPANIC	756	65563	1.99	0.7	2.16	0.7	0.7	0.2*	0.2
SCHOOL TYPE:									
PUBLIC	18420	2457104	1.94	0.7	2.09	0.7	0.7	0.1*	0.2
PRIVATE	663	77657	2.61	0.6	2.72	0.5	0.5	0.1*	0.2
CATHOLIC	2211	192129	2.39	0.6	2.58	0.6	0.6	0.2*	0.3
GEOGRAPHIC REGION:									
NORTHEAST	4758	627073	1.94	0.7	2.10	0.7	0.7	0.2*	0.2
NORTH CENTRAL	6344	813418	2.01	0.7	2.17	0.7	0.7	0.2*	0.2
SOUTH	6574	868827	1.96	0.7	2.07	0.7	0.7	0.1*	0.2
WEST	3618	417572	2.11	0.7	2.28	0.6	0.7	0.2*	0.3
CURRICULUM:									
GENERAL	6916	889315	1.94	0.7	2.08	0.7	0.7	0.1*	0.2
ACADEMIC	8833	1098330	2.09	0.7	2.27	0.6	0.6	0.2*	0.3
VOCATIONAL	5423	724432	1.90	0.7	2.02	0.7	0.7	0.1*	0.2
COMMUNITY TYPE:									
URBAN	4327	511715	2.00	0.7	2.09	0.7	0.7	0.1*	0.1
SUBURBAN	10613	1320702	2.02	0.7	2.19	0.7	0.7	0.2*	0.3
RURAL	6354	894473	1.95	0.7	2.09	0.7	0.7	0.1*	0.2

Table 4-54

EXTENT OF DISCIPLINARY PROBLEM IN SCHOOL: STUDENTS REFUSE TO OBEY INSTRUCTIONS
(1=OFTEN HAPPENS; 3=RARELY OR NEVER HAPPENS)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	21246	2721469	1.94	0.7	2.04	0.7	0.7	0.1*	0.2
SEX:									
MALE	10316	1345354	1.94	0.7	2.05	0.7	0.7	0.1*	0.2
FEMALE	10930	1376115	1.93	0.7	2.04	0.7	0.7	0.1*	0.2
SES:									
LOW	4731	568354	1.88	0.7	1.96	0.7	0.7	0.1*	0.1
MIDDLE	10251	1359529	1.91	0.7	2.02	0.7	0.7	0.1*	0.2
HIGH	5572	713231	2.03	0.7	2.17	0.7	0.7	0.1*	0.2
RACE:									
WHITE	15538	2136667	1.96	0.7	2.07	0.7	0.7	0.1*	0.2
BLACK	2720	335193	1.81	0.7	1.86	0.7	0.7	0.0	0.1
ASIAN-AMERICAN	287	31018	2.04	0.7	2.14	0.6	0.7	0.1	0.1
AMERICAN INDIAN	180	23126	1.80	0.7	2.03	0.7	0.7	0.2	0.3
MEXICAN-AMERICAN	1489	102363	1.94	0.7	2.05	0.7	0.7	0.1*	0.2
PUERTO RICAN	242	23658	1.80	0.7	1.90	0.7	0.7	0.1	0.1
OTHER HISPANIC	756	65678	1.96	0.7	2.05	0.7	0.7	0.1	0.1
SCHOOL TYPE:									
PUBLIC	18366	2451211	1.90	0.7	2.01	0.7	0.7	0.1*	0.2
PRIVATE	664	77856	2.40	0.7	2.40	0.6	0.7	-0.0	-0.0
CATHOLIC	2216	192402	2.25	0.7	2.36	0.7	0.7	0.1*	0.2
GEOGRAPHIC REGION:									
NORTHEAST	4750	625315	1.87	0.7	1.98	0.7	0.7	0.1*	0.2
NORTH CENTRAL	6343	813254	1.95	0.7	2.06	0.7	0.7	0.1*	0.2
SOUTH	6549	866273	1.92	0.7	2.00	0.7	0.7	0.1*	0.1
WEST	3604	416627	2.05	0.7	2.21	0.7	0.7	0.2*	0.2
CURRICULUM:									
GENERAL	6901	888440	1.89	0.7	1.98	0.7	0.7	0.1*	0.1
ACADEMIC	8830	1097203	2.02	0.7	2.15	0.7	0.7	0.1*	0.2
VOCATIONAL	5392	720815	1.87	0.7	1.95	0.7	0.7	0.1*	0.1
COMMUNITY TYPE:									
URBAN	4327	511818	1.91	0.7	1.98	0.7	0.7	0.1*	0.1
SUBURBAN	10590	1318433	1.95	0.7	2.08	0.7	0.7	0.1*	0.2
RURAL	6329	891218	1.92	0.7	2.03	0.7	0.7	0.1*	0.2

Table 4-55

EXTENT OF DISCIPLINARY PROBLEM IN SCHOOL: STUDENTS TALK BACK TO TEACHERS
(1=OFTEN HAPPENS; 3=RARELY OR NEVER HAPPENS)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	21177	2712817	1.75	0.7	1.90	0.7	0.7	0.1*	0.2
SEX:									
MALE	10256	1336284	1.77	0.7	1.92	0.7	0.7	0.1*	0.2
FEMALE	10921	1376533	1.73	0.7	1.89	0.7	0.7	0.2*	0.2
SES:									
LOW	4723	566726	1.71	0.7	1.84	0.7	0.7	0.1*	0.2
MIDDLE	10217	1354713	1.73	0.7	1.87	0.7	0.7	0.1*	0.2
HIGH	5546	710946	1.83	0.7	2.02	0.7	0.7	0.2*	0.3
RACE:									
WHITE	15489	2130258	1.76	0.7	1.92	0.7	0.7	0.2*	0.2
BLACK	2710	334465	1.65	0.7	1.75	0.7	0.7	0.1*	0.1
ASIAN-AMERICAN	281	30253	1.86	0.7	2.01	0.7	0.7	0.2	0.2
AMERICAN INDIAN	183	23558	1.69	0.7	1.84	0.7	0.7	0.1	0.2
MEXICAN-AMERICAN	1489	101805	1.84	0.7	1.97	0.7	0.7	0.1*	0.2
PUERTO RICAN	240	23363	1.64	0.7	1.65	0.7	0.7	0.0	0.0
OTHER HISPANIC	752	65461	1.75	0.7	1.91	0.7	0.7	0.2*	0.2
SCHOOL TYPE:									
PUBLIC	18311	2442716	1.71	0.7	1.87	0.7	0.7	0.2*	0.2
PRIVATE	664	78209	2.15	0.7	2.25	0.7	0.7	0.1	0.1
CATHOLIC	2202	191892	2.09	0.7	2.21	0.7	0.7	0.1*	0.2
GEOGRAPHIC REGION:									
NORTHEAST	4731	623982	1.69	0.7	1.83	0.7	0.7	0.1*	0.2
NORTH CENTRAL	6311	809316	1.75	0.7	1.89	0.7	0.7	0.1*	0.2
SOUTH	6542	864247	1.74	0.7	1.89	0.7	0.7	0.2*	0.2
WEST	3593	415271	1.88	0.7	2.04	0.7	0.7	0.2*	0.2
CURRICULUM:									
GENERAL	6881	885603	1.70	0.7	1.83	0.7	0.7	0.1*	0.2
ACADEMIC	8798	1093946	1.84	0.7	2.01	0.7	0.7	0.2*	0.3
VOCATIONAL	5375	718370	1.69	0.7	1.83	0.7	0.7	0.1*	0.2
COMMUNITY TYPE:									
URBAN	4313	510098	1.76	0.7	1.86	0.7	0.7	0.1*	0.2
SUBURBAN	10550	1313303	1.77	0.7	1.94	0.7	0.7	0.2*	0.2
RURAL	6314	889417	1.72	0.7	1.87	0.7	0.7	0.1*	0.2

Table 4-56

EXTENT OF DISCIPLINARY PROBLEM IN SCHOOL: STUDENTS DON'T ATTEND SCHOOL
(1=OFTEN HAPPENS; 3=RARELY OR NEVER HAPPENS)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	21271	2724388	1.71	0.7	1.68	0.6	0.7	-0.0*	-0.1
SEX:									
MALE	10334	1345463	1.74	0.7	1.72	0.7	0.7	-0.0	-0.0
FEMALE	10937	1378926	1.68	0.7	1.63	0.6	0.6	-0.1*	-0.1
SES:									
LOW	4742	569205	1.64	0.7	1.61	0.6	0.7	-0.0	-0.0
MIDDLE	10268	1360939	1.70	0.7	1.65	0.6	0.6	-0.0*	-0.1
HIGH	5568	713334	1.79	0.7	1.77	0.7	0.7	-0.0	-0.0
RACE:									
WHITE	15562	2139968	1.72	0.7	1.69	0.6	0.7	-0.0*	-0.1
BLACK	2719	335507	1.68	0.7	1.63	0.7	0.7	-0.0	-0.1
ASIAN-AMERICAN	286	31047	1.84	0.7	1.74	0.7	0.7	-0.1	-0.1
AMERICAN INDIAN	179	22582	1.61	0.7	1.55	0.6	0.7	-0.1	-0.1
MEXICAN-AMERICAN	1492	102075	1.64	0.7	1.61	0.6	0.7	-0.0	-0.0
PUERTO RICAN	241	23654	1.64	0.7	1.58	0.7	0.7	-0.1	-0.1
OTHER HISPANIC	758	65789	1.72	0.7	1.67	0.7	0.7	-0.1	-0.1
SCHOOL TYPE:									
PUBLIC	18391	2453952	1.65	0.6	1.61	0.6	0.6	-0.0*	-0.1
PRIVATE	665	77790	2.30	0.7	2.22	0.7	0.7	-0.1	-0.1
CATHOLIC	2215	192646	2.32	0.6	2.29	0.6	0.6	-0.0	-0.1
GEOGRAPHIC REGION:									
NORTHEAST	4750	626058	1.72	0.7	1.67	0.6	0.7	-0.0*	-0.1
NORTH CENTRAL	6330	811851	1.74	0.7	1.73	0.6	0.6	-0.0	-0.0
SOUTH	6574	869289	1.70	0.7	1.65	0.6	0.7	-0.1*	-0.1
WEST	3617	417190	1.67	0.7	1.63	0.6	0.7	-0.0	-0.1
CURRICULUM:									
GENERAL	6915	890351	1.67	0.7	1.61	0.6	0.6	-0.1*	-0.1
ACADEMIC	8826	1097007	1.80	0.7	1.78	0.7	0.7	-0.0	-0.0
VOCATIONAL	5406	721888	1.63	0.7	1.60	0.6	0.6	-0.0	-0.1
COMMUNITY TYPE:									
URBAN	4329	511843	1.67	0.7	1.60	0.7	0.7	-0.1*	-0.1
SUBURBAN	10599	1319001	1.73	0.7	1.70	0.6	0.7	-0.0*	-0.0
RURAL	6343	893544	1.71	0.7	1.68	0.6	0.6	-0.0	-0.0

Table 4-57

EXTENT OF DISCIPLINARY PROBLEM IN SCHOOL: STUDENTS CUT CLASSES, EVEN IF THEY ATTEND SCHOOL
(1=OFTEN HAPPENS; 3=RARELY OR NEVER HAPPENS)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	21350	2733794	1.54	0.7	1.61	0.7	0.7	0.1*	0.1
SEX:									
MALE	10363	1350032	1.58	0.7	1.65	0.7	0.7	0.1*	0.1
FEMALE	10987	1383763	1.49	0.7	1.56	0.7	0.7	0.1*	0.1
SES:									
LOW	4764	571838	1.54	0.7	1.59	0.7	0.7	0.0	0.1
MIDDLE	10296	1364896	1.53	0.7	1.60	0.7	0.7	0.1*	0.1
HIGH	5589	715620	1.54	0.7	1.64	0.7	0.7	0.1*	0.2
RACE:									
WHITE	15589	2143979	1.54	0.7	1.63	0.7	0.7	0.1*	0.1
BLACK	2750	338613	1.51	0.7	1.51	0.7	0.7	0.0	0.0
ASIAN-AMERICAN	290	31504	1.53	0.7	1.60	0.7	0.7	0.1	0.1
AMERICAN INDIAN	182	22897	1.53	0.7	1.49	0.6	0.7	-0.0	-0.1
MEXICAN-AMERICAN	1501	103002	1.52	0.7	1.56	0.7	0.7	0.0	0.1
PUERTO RICAN	243	23803	1.47	0.7	1.40	0.6	0.6	-0.1	-0.1
OTHER HISPANIC	761	66229	1.50	0.7	1.59	0.7	0.7	0.1	0.1
SCHOOL TYPE:									
PUBLIC	18466	2462577	1.47	0.6	1.54	0.6	0.6	0.1*	0.1
PRIVATE	666	78520	1.96	0.7	2.00	0.7	0.7	0.0	0.1
CATHOLIC	2218	192697	2.23	0.7	2.30	0.7	0.7	0.1	0.1
GEOGRAPHIC REGION:									
NORTHEAST	4781	629966	1.50	0.7	1.56	0.7	0.7	0.1*	0.1
NORTH CENTRAL	6342	813028	1.58	0.7	1.68	0.7	0.7	0.1*	0.1
SOUTH	6599	871650	1.58	0.7	1.64	0.7	0.7	0.1*	0.1
WEST	3628	419151	1.41	0.6	1.47	0.6	0.6	0.1*	0.1
CURRICULUM:									
GENERAL	6940	893094	1.51	0.7	1.56	0.7	0.7	0.0*	0.1
ACADEMIC	8842	1098425	1.59	0.7	1.68	0.7	0.7	0.1*	0.1
VOCATIONAL	5443	727059	1.50	0.7	1.56	0.7	0.7	0.1*	0.1
COMMUNITY TYPE:									
URBAN	4367	516127	1.45	0.7	1.46	0.6	0.6	0.0	0.0
SUBURBAN	10622	1321139	1.52	0.7	1.60	0.7	0.7	0.1*	0.1
RURAL	6361	896528	1.61	0.7	1.70	0.7	0.7	0.1*	0.1

Table 4-58

NUMBER OF SCHOOL RULES ENFORCED
(1980 - 0 TO 5 RULES; 1982 - 0 TO 9 RULES)

	1980 RESPONSE				1982 RESPONSE			
	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	MEAN RESPONSE	STD. DEVIATION
TOTAL	926	19008	3.58	0.98	926	19008	6.56	1.72
AVERAGE SES OF SCHOOL:								
LOW	215	3996	3.66	0.96	215	3996	6.85	1.52
MEDIUM	474	10554	3.67	0.89	474	10554	6.61	1.71
HIGH	227	4374	3.29	1.13	227	4374	6.18	1.83
SCHOOL TYPE:								
PUBLIC	811	14943	3.60	0.92	811	14943	6.58	1.69
CATHOLIC	74	1425	4.04	0.78	74	1425	7.00	1.21
PRIVATE	33	2565	3.17	1.25	33	2565	6.19	2.00
GEOGRAPHIC REGION:								
NORTHEAST	191	3203	3.52	0.89	191	3203	6.43	1.81
NORTH CENTRAL	258	5927	3.78	0.86	258	5927	6.42	1.71
SOUTH	283	6508	3.63	1.01	283	6508	7.16	1.45
WEST	186	3295	3.17	1.08	186	3295	5.75	1.72
COMMUNITY TYPE:								
URBAN	226	2853	3.60	0.88	226	2853	6.48	1.50
SUBURBAN	440	6782	3.58	1.14	440	6782	6.54	1.96
RURAL	252	9298	3.57	0.88	252	9298	6.60	1.59
SCHOOL SIZE:								
0 - 199	50	5319	3.46	1.02	50	5319	6.33	1.89
200 - 499	105	4653	3.60	0.95	105	4653	6.52	1.76
500 - 999	177	3620	3.68	0.96	177	3620	6.75	1.54
1000 - 1999	360	3658	3.68	0.96	360	3658	6.68	1.67
2000 & ABOVE	176	914	3.59	0.97	176	914	6.83	1.50

School administrators also reported what percentage of their teachers they thought were strict or very permissive about discipline in their classrooms. (See Table 4-59.) Forty-three percent of the schools reported that 75 percent or more of their teachers were very strict. A larger percentage of low SES schools had strict teachers than high SES schools (53 versus 43 percent), and 52 percent of Catholic schools had mostly strict teachers compared with 44 percent of public schools. Size and community type had little effect on the distribution of this variable. Looking at teachers who were considered very permissive, we find that 36 percent of the public schools and 53 percent of the Catholic schools reported that fewer than 10 percent of their teachers fell into that category. Schools located in the West appear to have the largest percentage of permissive and the smallest percentage of strict teachers.

c. Impact of school rules. Students rated the strictness and fairness of discipline in their schools in both 1980 and 1982 on a scale of 1 = poor and 4 = excellent. Table 4-60 shows that the average rating for strictness was 2.5, or halfway between fair and good. Catholic school students rated the strictness of their schools' discipline as 3.0, or good. No other differences appeared when students were grouped by classification variables. Students gave the fairness of the discipline (Table 4-61) a rating of 2.3, or fair. Few differences appeared when students were grouped by the classification variables, including school type.

4. Quality of Instruction

The student questionnaire asked students to rate their teachers on a number of criteria and to give overall ratings of the quality of instruction in their schools and the reputation of their school in the community.

a. Ratings of teachers. Seniors were asked in 1982 to note how many teachers in their school had each of 10 characteristics. The responses ranged from 0 = None to 3 = Most. Table 4-62 summarizes the results of this question.

Table 4-59

PERCENT OF TEACHERS WHO ARE VERY STRICT/PERMISSIVE IN DISCIPLINE, 1982

	VERY STRICT						VERY PERMISSIVE					
	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	% WITH 0-24 %	% WITH 25-49 %	% WITH 50-74 %	% WITH 75-100 %	NUMBER OF SCHOOLS	NUMBER OF SCHOOLS (WEIGHTED)	% WITH 0-4 %	% WITH 5-9 %	% WITH 10-19 %	% WITH 20-100 %
TOTAL	906	18842	13.0	15.4	28.7	42.9	907	18843	19.4	16.7	34.9	29.0
AVERAGE SES OF SCHOOL:												
LOW	214	4073	11.5	9.7	25.4	53.4	214	4073	19.4	14.3	33.0	33.4
MEDIUM	464	10415	13.6	17.9	29.7	38.8	465	10417	16.9	18.6	36.8	27.7
HIGH	226	4346	12.9	14.8	29.5	42.9	226	4346	25.6	14.2	32.1	28.1
SCHOOL TYPE:												
PUBLIC	801	14946	14.3	16.3	25.3	44.2	802	14948	17.6	18.8	33.7	29.9
CATHOLIC	73	1410	12.0	8.0	27.7	52.3	73	1410	42.6	11.1	32.3	14.0
PRIVATE	32	2486	5.8	14.1	49.8	30.3	32	2486	17.5	7.0	43.5	32.0
GEOGRAPHIC REGION:												
NORTHEAST	187	3142	11.1	13.4	34.0	41.5	187	3142	15.2	19.2	27.2	38.4
NORTH CENTRAL	251	5875	12.7	15.1	27.1	45.2	251	5875	20.2	21.4	36.1	22.3
SOUTH	284	6476	10.8	13.1	26.5	49.6	284	6476	26.3	11.9	34.2	27.6
WEST	184	3349	19.4	22.2	30.8	27.6	185	3351	8.7	15.2	41.4	34.8
COMMUNITY TYPE:												
URBAN	218	2792	9.4	13.0	40.2	37.4	218	2792	13.9	13.3	29.9	42.8
SUBURBAN	440	6648	14.7	14.4	25.9	45.0	440	6648	21.9	19.7	34.7	23.7
RURAL	248	9402	12.8	16.8	27.2	43.2	249	9404	19.3	15.6	36.5	28.6
SCHOOL SIZE:												
0 - 199	49	5297	5.9	15.5	39.6	39.0	49	5297	25.3	11.5	33.7	29.5
200 - 499	104	4516	12.5	16.8	22.8	48.0	104	4516	19.3	16.1	37.6	27.0
500 - 999	170	3484	13.5	14.0	25.4	47.1	170	3484	15.4	17.6	37.9	29.1
1000 - 1999	352	3616	19.8	15.1	23.8	41.3	352	3616	15.7	24.2	33.7	26.5
2000 & ABOVE	167	879	21.8	18.8	19.8	39.7	167	879	11.1	23.9	28.0	37.0

NOTE: PERCENTAGES ARE BASED ON WEIGHTED DATA.

Table 4-60

STUDENT RATING OF SCHOOL STRICT DISCIPLINE
(1=POOR; 4=EXCELLENT)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	18768	2412858	2.48	0.8	2.51	0.8	0.8	0.0*	0.0
SEX:									
MALE	9002	1176542	2.47	0.8	2.49	0.9	0.8	0.0	0.0
FEMALE	9766	1236316	2.49	0.8	2.52	0.8	0.8	0.0	0.0
SES:									
LOW	3900	469259	2.43	0.8	2.49	0.8	0.8	0.1	0.1
MIDDLE	9237	1229672	2.48	0.8	2.49	0.8	0.8	0.0	0.0
HIGH	5197	665131	2.51	0.8	2.56	0.8	0.8	0.1	0.1
RACE:									
WHITE	14223	1956381	2.48	0.8	2.50	0.8	0.8	0.0	0.0
BLACK	2115	255332	2.52	0.9	2.57	0.9	0.9	0.1	0.1
ASIAN-AMERICAN	236	25560	2.50	0.8	2.57	0.8	0.8	0.1	0.1
AMERICAN INDIAN	138	18122	2.26	0.9	2.35	0.9	0.9	0.1	0.1
MEXICAN-AMERICAN	1174	78500	2.46	0.8	2.52	0.8	0.8	0.1	0.1
PUERTO RICAN	193	18618	2.30	0.8	2.55	0.9	0.9	0.3	0.3
OTHER HISPANIC	662	57602	2.51	0.8	2.56	0.9	0.9	0.0	0.1
SCHOOL TYPE:									
PUBLIC	16035	2153196	2.42	0.8	2.46	0.8	0.8	0.0*	0.1
PRIVATE	640	75052	2.81	0.8	2.74	0.9	0.8	-0.1	-0.1
CATHOLIC	2093	184610	3.07	0.8	2.95	0.8	0.8	-0.1*	-0.2
GEOGRAPHIC REGION:									
NORTHEAST	4344	573835	2.48	0.8	2.47	0.8	0.8	-0.0	-0.0
NORTH CENTRAL	5673	730541	2.46	0.8	2.50	0.8	0.8	0.0	0.0
SOUTH	5614	740443	2.55	0.8	2.55	0.8	0.8	-0.0	-0.0
WEST	3137	368039	2.38	0.8	2.52	0.8	0.8	0.1*	0.2
CURRICULUM:									
GENERAL	6008	778132	2.41	0.8	2.43	0.8	0.8	0.0	0.0
ACADEMIC	8205	1022778	2.54	0.8	2.58	0.8	0.8	0.0	0.0
VOCATIONAL	4480	601972	2.47	0.8	2.50	0.8	0.8	0.0	0.0
COMMUNITY TYPE:									
URBAN	3621	430220	2.48	0.8	2.51	0.8	0.8	0.0	0.0
SUBURBAN	9490	1182820	2.50	0.8	2.54	0.8	0.8	0.0*	0.1
RURAL	5657	799819	2.46	0.8	2.47	0.8	0.8	0.0	0.0

Table 4-61

STUDENT RATING OF SCHOOL FAIRNESS OF DISCIPLINE
(1=POOR; 4=EXCELLENT)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	18764	2414118	2.33	0.8	2.33	0.9	0.9	0.0	0.0
SEX:									
MALE	9012	1177658	2.33	0.9	2.31	0.9	0.9	-0.0	-0.0
FEMALE	9752	1236460	2.32	0.8	2.35	0.8	0.8	0.0	0.0
SES:									
LOW	3900	471491	2.26	0.8	2.30	0.9	0.9	0.0	0.1
MIDDLE	9227	1227987	2.31	0.8	2.31	0.9	0.9	0.0	0.0
HIGH	5199	664449	2.42	0.8	2.40	0.9	0.9	-0.0	-0.0
RACE:									
WHITE	14254	1960354	2.33	0.8	2.33	0.9	0.9	-0.0	-0.0
BLACK	2102	255590	2.29	0.9	2.33	0.9	0.9	0.0	0.0
ASIAN-AMERICAN	230	24439	2.54	0.7	2.54	0.8	0.7	0.0	0.0
AMERICAN INDIAN	140	18023	2.22	0.9	2.21	0.9	0.9	-0.0	-0.0
MEXICAN-AMERICAN	1191	79684	2.28	0.8	2.36	0.8	0.8	0.1	0.1
PUERTO RICAN	181	17463	2.25	0.9	2.43	0.9	0.9	0.2	0.2
OTHER HISPANIC	640	55803	2.40	0.8	2.43	0.9	0.9	0.0	0.0
SCHOOL TYPE:									
PUBLIC	16040	2153928	2.31	0.8	2.32	0.9	0.9	0.0	0.0
PRIVATE	640	75056	2.44	0.9	2.51	1.0	0.9	0.1	0.1
CATHOLIC	2084	185134	2.53	0.9	2.44	0.9	0.9	-0.1	-0.1
GEOGRAPHIC REGION:									
NORTHEAST	4308	568641	2.30	0.9	2.29	0.9	0.9	-0.0	-0.0
NORTH CENTRAL	5663	730804	2.30	0.8	2.28	0.9	0.8	-0.0	-0.0
SOUTH	5632	743667	2.33	0.9	2.37	0.9	0.9	0.0	0.0
WEST	3161	371006	2.42	0.8	2.44	0.8	0.8	0.0	0.0
CURRICULUM:									
GENERAL	6043	784933	2.22	0.8	2.22	0.9	0.9	0.0	0.0
ACADEMIC	8159	1016702	2.46	0.8	2.45	0.9	0.8	-0.0	-0.0
VOCATIONAL	4489	602760	2.25	0.8	2.28	0.9	0.9	0.0	0.0
COMMUNITY TYPE:									
URBAN	3591	425993	2.39	0.8	2.37	0.9	0.8	-0.0	-0.0
SUBURBAN	9489	1184288	2.34	0.8	2.35	0.9	0.9	0.0	0.0
RURAL	5684	803836	2.28	0.9	2.28	0.9	0.9	0.0	0.0

Table 4-62

Student Rating of Teachers

How many teachers in your school:	Mean	Standard Deviation
Are clear in their presentations	2.08	0.8
Don't talk over your head	1.96	0.9
Return students' work promptly	1.76	0.8
Are patient and understanding	1.87	0.8
Make you work hard so you'll learn	1.79	0.8
Treat everyone with respect	1.87	0.8
Take an interest in students' lives outside of class	1.24	0.8
Are witty and humorous	1.61	0.7
Enjoy their work	2.20	0.8
Are doing a job just to make money	1.27	0.9

The first five questions address some aspects of a teacher's performance in the classroom. Students reported, on average, that about half of their teachers were clear in their presentations, did not talk over their heads, and were patient and understanding. Slightly less than half returned students' work promptly and made them work hard. Answers are broken down by classification variables in Tables 4-63 through 4-67. Slightly higher responses were given by high SES students and by those in academic programs to questions about clarity of presentation, not talking over a student's head, and teachers being patient and understanding. Racial/ethnic differences emerged on only one of these five questions: talking over a student's head. The highest responses were given consistently by non-Catholic private school students and then by Catholic students. The difference between non-Catholic private school and public school students was generally .5 of a standard deviation and that between Catholic and public school students, .25 of a standard deviation.

Students felt, on average, that nearly half of their teachers treated everyone with respect. Slightly higher responses were given by high SES and nonpublic school students (Table 4-68). They felt, however, that only a few teachers took an interest in their lives outside of class. The exception was non-Catholic private school students (Table 4-69). The last three questions addressed whether teachers were witty,

Table 4-63

HOW MANY TEACHERS IN YOUR SCHOOL ARE CLEAR IN THEIR PRESENTATIONS?
(0=NONE; 3=MOST)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	22400	2592213	2.08	0.8
SEX:				
MALE	10880	1272426	2.11	0.8
FEMALE	11520	1319787	2.05	0.7
SES:				
LOW	4532	488038	2.00	0.8
MIDDLE	9991	1190082	2.07	0.7
HIGH	5446	627747	2.16	0.7
RACE:				
WHITE	16381	2044269	2.10	0.7
BLACK	2805	303178	1.97	0.8
ASIAN-AMERICAN	311	31694	2.03	0.7
AMERICAN INDIAN	188	21418	1.99	0.8
MEXICAN-AMERICAN	1544	95097	2.06	0.8
PUERTO RICAN	274	22905	1.98	0.8
OTHER HISPANIC	826	66139	2.00	0.8
SCHOOL TYPE:				
PUBLIC	19400	2323246	2.05	0.8
PRIVATE	741	78499	2.37	0.7
CATHOLIC	2259	190468	2.25	0.7
GEOGRAPHIC REGION:				
NORTHEAST	5312	638233	2.06	0.7
NORTH CENTRAL	6619	766029	2.10	0.7
SOUTH	6609	782024	2.05	0.8
WEST	3860	405928	2.10	0.7
CURRICULUM:				
GENERAL	7327	851824	2.00	0.8
ACADEMIC	9251	1042233	2.18	0.7
VOCATIONAL	5698	684312	2.01	0.8
COMMUNITY TYPE:				
URBAN	4660	495688	2.04	0.8
SUBURBAN	11215	1269360	2.10	0.7
RURAL	6525	827165	2.07	0.8

Table 4-64

HOW MANY TEACHERS IN YOUR SCHOOL DON'T TALK OVER YOUR HEAD?
(0=NONE; 3=MOST)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	22300	2581850	1.96	0.9
SEX:				
MALE	10832	1267242	1.97	0.9
FEMALE	11468	1314608	1.94	0.9
SES:				
LOW	4502	485528	1.80	0.9
MIDDLE	9948	1184710	1.95	0.9
HIGH	5433	626732	2.14	0.8
RACE:				
WHITE	16338	2038959	2.02	0.9
BLACK	2779	300696	1.71	0.9
ASIAN-AMERICAN	308	31396	1.85	0.8
AMERICAN INDIAN	185	20916	1.80	0.9
MEXICAN-AMERICAN	1527	94301	1.73	0.9
PUERTO RICAN	274	22991	1.66	0.9
OTHER HISPANIC	819	65182	1.81	0.9
SCHOOL TYPE:				
PUBLIC	19301	2312884	1.93	0.9
PRIVATE	741	78500	2.30	0.8
CATHOLIC	2258	190466	2.16	0.8
GEOGRAPHIC REGION:				
NORTHEAST	5289	635578	1.96	0.9
NORTH CENTRAL	6597	763514	2.00	0.9
SOUTH	6571	778294	1.88	0.9
WEST	3843	404464	2.01	0.9
CURRICULUM:				
GENERAL	7280	846577	1.84	0.9
ACADEMIC	9226	1039939	2.17	0.8
VOCATIONAL	5667	681234	1.79	0.9
COMMUNITY TYPE:				
URBAN	4629	493114	1.89	0.9
SUBURBAN	11166	1263832	1.99	0.9
RURAL	6505	824905	1.94	0.9

Table 4-65

HOW MANY TEACHERS IN YOUR SCHOOL RETURN STUDENTS' WORK PROMPTLY?
(0=NONE; 3=MOST)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	21955	2543235	1.76	0.8
SEX:				
MALE	10690	1250554	1.79	0.8
FEMALE	11265	1292681	1.73	0.7
SES:				
LOW	4405	476083	1.74	0.8
MIDDLE	9810	1168630	1.75	0.8
HIGH	5370	618972	1.80	0.7
RACE:				
WHITE	16121	2012308	1.76	0.8
BLACK	2711	293126	1.71	0.8
ASIAN-AMERICAN	306	31165	1.76	0.7
AMERICAN INDIAN	181	20793	1.75	0.8
MEXICAN-AMERICAN	1497	92245	1.78	0.8
PUERTO RICAN	270	22598	1.75	0.8
OTHER HISPANIC	801	63789	1.83	0.8
SCHOOL TYPE:				
PUBLIC	19004	2278111	1.75	0.8
PRIVATE	736	77957	1.94	0.7
CATHOLIC	2215	187167	1.78	0.7
GEOGRAPHIC REGION:				
NORTHEAST	5201	625673	1.78	0.7
NORTH CENTRAL	6516	754781	1.77	0.8
SOUTH	6460	764583	1.75	0.8
WEST	3778	398198	1.73	0.8
CURRICULUM:				
GENERAL	7162	834752	1.69	0.8
ACADEMIC	9103	1025847	1.83	0.7
VOCATIONAL	5567	668990	1.73	0.8
COMMUNITY TYPE:				
URBAN	4543	483961	1.76	0.8
SUBURBAN	11004	1246072	1.77	0.8
RURAL	6408	813201	1.75	0.8

Table 4-66

HOW MANY TEACHERS IN YOUR SCHOOL ARE PATIENT AND UNDERSTANDING?
(0=NONE; 3=MOST)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	22275	2578537	1.87	0.8
SEX:				
MALE	10819	1265202	1.88	0.8
FEMALE	11456	1313335	1.86	0.8
SES:				
LOW	4490	483664	1.82	0.9
MIDDLE	9951	1185060	1.87	0.8
HIGH	5419	624971	1.95	0.8
RACE:				
WHITE	16319	2036749	1.89	0.8
BLACK	2768	299258	1.79	0.8
ASIAN-AMERICAN	310	31557	1.92	0.8
AMERICAN INDIAN	186	21375	1.76	0.9
MEXICAN-AMERICAN	1529	94033	1.85	0.8
PUERTO RICAN	273	22766	1.80	0.8
OTHER HISPANIC	820	65391	1.89	0.8
SCHOOL TYPE:				
PUBLIC	19288	2310463	1.85	0.8
PRIVATE	739	78496	2.23	0.8
CATHOLIC	2248	189578	2.03	0.8
GEOGRAPHIC REGION:				
NORTHEAST	5283	634996	1.86	0.8
NORTH CENTRAL	6590	763394	1.88	0.8
SOUTH	6557	775512	1.84	0.8
WEST	3845	404635	1.93	0.8
CURRICULUM:				
GENERAL	7286	846860	1.77	0.8
ACADEMIC	9206	1037898	2.01	0.8
VOCATIONAL	5658	679964	1.79	0.8
COMMUNITY TYPE:				
URBAN	4631	493185	1.85	0.8
SUBURBAN	11155	1262539	1.88	0.8
RURAL	6489	822814	1.87	0.8

Table 4-67

HOW MANY TEACHERS IN YOUR SCHOOL MAKE YOU WORK HARD SO YOU'LL LEARN?
(0=NONE; 3=MOST)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	22373	2590328	1.79	0.8
SEX:				
MALE	10876	1272858	1.82	0.8
FEMALE	11497	1317470	1.77	0.8
SES:				
LOW	4520	486859	1.81	0.8
MIDDLE	9984	1189577	1.78	0.8
HIGH	5441	627458	1.81	0.8
RACE:				
WHITE	16363	2042297	1.78	0.8
BLACK	2803	303365	1.84	0.8
ASIAN-AMERICAN	309	31530	1.80	0.7
AMERICAN INDIAN	185	21249	1.69	0.8
MEXICAN-AMERICAN	1543	95409	1.86	0.8
PUERTO RICAN	276	23236	1.86	0.9
OTHER HISPANIC	824	65813	1.85	0.8
SCHOOL TYPE:				
PUBLIC	19377	2321749	1.76	0.8
PRIVATE	740	78646	2.13	0.8
CATHOLIC	2256	189933	1.99	0.8
GEOGRAPHIC REGION:				
NORTHEAST	5300	636657	1.79	0.8
NORTH CENTRAL	6610	765344	1.77	0.8
SOUTH	6607	782713	1.81	0.8
WEST	3856	405615	1.78	0.8
CURRICULUM:				
GENERAL	7318	850961	1.74	0.8
ACADEMIC	9237	1041113	1.84	0.8
VOCATIONAL	5693	684371	1.78	0.8
COMMUNITY TYPE:				
URBAN	4641	493926	1.83	0.8
SUBURBAN	11204	1268878	1.79	0.8
RURAL	6528	827523	1.78	0.8

Table 4-68

HOW MANY TEACHERS IN YOUR SCHOOL TREAT EVERYONE WITH RESPECT? (0=NONE; 3=MOST)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	22361	2588030	1.87	0.8
SEX:				
MALE	10858	1269811	1.90	0.9
FEMALE	11503	1318219	1.83	0.8
SES:				
LOW	4515	486312	1.85	0.9
MIDDLE	9980	1188829	1.85	0.8
HIGH	5437	626694	1.93	0.8
RACE:				
WHITE	16365	2042433	1.86	0.8
BLACK	2789	301173	1.85	0.9
ASIAN-AMERICAN	311	31694	1.99	0.8
AMERICAN INDIAN	188	21417	1.88	0.9
MEXICAN-AMERICAN	1539	94995	1.95	0.9
PUERTO RICAN	274	23005	1.85	0.9
OTHER HISPANIC	825	65988	1.98	0.8
SCHOOL TYPE:				
PUBLIC	19362	2318744	1.84	0.8
PRIVATE	741	78697	2.21	0.8
CATHOLIC	2258	190588	2.06	0.8
GEOGRAPHIC REGION:				
NORTHEAST	5299	636953	1.84	0.8
NORTH CENTRAL	6610	765134	1.86	0.8
SOUTH	6598	780585	1.86	0.9
WEST	3854	405357	1.93	0.8
CURRICULUM:				
GENERAL	7313	850496	1.78	0.8
ACADEMIC	9241	1040891	1.98	0.8
VOCATIONAL	5681	682640	1.80	0.9
COMMUNITY TYPE:				
URBAN	4641	493416	1.87	0.8
SUBURBAN	11202	1268115	1.89	0.8
RURAL	6518	826498	1.83	0.9

Table 4-69

HOW MANY TEACHERS IN YOUR SCHOOL TAKE AN INTEREST IN STUDENTS' LIVES OUTSIDE OF CLASS?
(0=NONE; 3=MOST)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	22230	2574234	1.24	0.8
SEX:				
MALE	10784	1261236	1.26	0.8
FEMALE	11446	1312998	1.22	0.7
SES:				
LOW	4479	483137	1.19	0.8
MIDDLE	9915	1181244	1.25	0.8
HIGH	5427	625620	1.32	0.8
RACE:				
WHITE	16294	2033362	1.25	0.8
BLACK	2761	298241	1.20	0.8
ASIAN-AMERICAN	311	31694	1.18	0.7
AMERICAN INDIAN	184	21223	1.27	0.8
MEXICAN-AMERICAN	1520	93994	1.25	0.8
PUERTO RICAN	274	22866	1.13	0.9
OTHER HISPANIC	816	65282	1.26	0.8
SCHOOL TYPE:				
PUBLIC	19248	2307029	1.22	0.8
PRIVATE	740	77923	1.64	0.9
CATHOLIC	2242	189282	1.39	0.8
GEOGRAPHIC REGION:				
NORTHEAST	5284	635216	1.19	0.8
NORTH CENTRAL	6579	761763	1.24	0.7
SOUTH	6540	773994	1.27	0.8
WEST	3827	403260	1.27	0.8
CURRICULUM:				
GENERAL	7254	844212	1.17	0.8
ACADEMIC	9210	1038258	1.32	0.7
VOCATIONAL	5642	677895	1.21	0.8
COMMUNITY TYPE:				
URBAN	4615	491232	1.18	0.8
SUBURBAN	11134	1261408	1.25	0.8
RURAL	6481	821593	1.27	0.8

enjoyed their work, and worked only for the money. Students reported that less than half their teachers were witty and humorous (Table 4-70), about half enjoyed their work (Table 4-71), and only a few were doing their job just to make money (Table 4-72). Slightly more students in non-Catholic private schools found their teachers humorous than did other students. High SES students, students not in public schools, and students in academic programs thought that more of their teachers enjoyed their work, while private school students were less apt to think that their teachers were doing their job just to make money.

b. Quality of academic instruction. Students were asked in both their sophomore and senior years to rate the quality of academic instruction in their schools on a scale of 1 = poor to 4 = excellent. The mean response was 2.78 in 1980 (as sophomores) and 2.86 in 1982 (as seniors), a rating of good. (See Table 4-73.) Students in academic programs and in private schools, and high SES Asian-American students rated the quality of academic instruction somewhat higher than other groups of students.

c. Reputation of the school. Students were also asked to rate the reputation of their school in the community, using the same scale. As shown in Table 4-74, the mean response rose slightly from 2.86 in 1980 to 2.92 in 1982, a rating of good. Again, higher ratings were given by high SES students, students in private schools, and students in the academic program. Black and Hispanic students gave their school's reputation a somewhat lower rating.

D. SUMMARY

This chapter has described the student body characteristics, the school resources, and school policies and practices of a representative sample of American high schools. We find that the demographic composition of the schools and the educational opportunities provided by schools differ, sometimes widely, by school type (e.g., public, Catholic, and non-Catholic private) and by the average socioeconomic status of the student body. For example, low SES schools have higher concentrations of minority students and students with special educational needs, higher absenteeism rates, and fewer college-bound students than do medium or high SES schools. Catholic schools have lower rates of absenteeism, larger numbers of college-bound students, and fewer instances of "majority-minority" schools than the public sector.

Catholic schools are more likely than public schools to provide advanced course offerings, have a positive school climate, have favorable student ratings of academic instruction, and have a larger portion of their students enrolled in the academic curriculum. For example, 90 percent of Catholic schools offer trigonometry and 62 percent offer calculus. The percentages for the public sector are 77 and 47, respectively. Catholic schools are twice as likely to offer a third year of Spanish and French, while both sectors offer a third year of German to about 20 to 30 percent of their students. Nearly all Catholic and public

Table 4-70

HOW MANY TEACHERS IN YOUR SCHOOL ARE WITTY AND HUMOROUS?
(0=NONE; 3=MOST)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	22338	2586461	1.61	0.7
SEX:				
MALE	10844	1268956	1.64	0.8
FEMALE	11494	1317505	1.58	0.7
SES:				
LOW	4507	485642	1.59	0.8
MIDDLE	9966	1187433	1.62	0.7
HIGH	5438	627144	1.63	0.7
RACE:				
WHITE	16354	2041216	1.61	0.7
BLACK	2784	301336	1.57	0.8
ASIAN-AMERICAN	311	31694	1.62	0.7
AMERICAN INDIAN	188	21525	1.56	0.8
MEXICAN-AMERICAN	1532	94445	1.65	0.8
PUERTO RICAN	276	23088	1.54	0.8
OTHER HISPANIC	823	65748	1.65	0.8
SCHOOL TYPE:				
PUBLIC	19338	2317470	1.59	0.7
PRIVATE	741	78524	1.86	0.8
CATHOLIC	2259	190467	1.69	0.7
GEOGRAPHIC REGION:				
NORTHEAST	5291	635957	1.59	0.7
NORTH CENTRAL	6606	764742	1.61	0.7
SOUTH	6586	780149	1.60	0.8
WEST	3855	405613	1.66	0.8
CURRICULUM:				
GENERAL	7308	849800	1.57	0.7
ACADEMIC	9230	1040020	1.65	0.7
VOCATIONAL	5673	682540	1.59	0.8
COMMUNITY TYPE:				
URBAN	4635	494397	1.59	0.8
SUBURBAN	11191	1266490	1.62	0.7
RURAL	6512	825574	1.60	0.8

Table 4-71

HOW MANY TEACHERS IN YOUR SCHOOL ENJOY THEIR WORK?
(0=NONE; 3=MOST)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	22471	2601215	2.20	0.8
SEX:				
MALE	10921	1278065	2.23	0.8
FEMALE	11550	1323150	2.17	0.8
SES:				
LOW	4541	489031	2.13	0.8
MIDDLE	10026	1194611	2.20	0.8
HIGH	5450	628588	2.30	0.8
RACE:				
WHITE	16415	2048429	2.23	0.8
BLACK	2826	306308	2.07	0.8
ASIAN-AMERICAN	312	31822	2.18	0.8
AMERICAN INDIAN	187	21388	2.10	0.8
MEXICAN-AMERICAN	1551	95801	2.13	0.8
PUERTO RICAN	279	23576	2.05	0.8
OTHER HISPANIC	829	66318	2.10	0.8
SCHOOL TYPE:				
PUBLIC	19465	2331628	2.17	0.8
PRIVATE	743	78704	2.53	0.7
CATHOLIC	2263	190883	2.43	0.7
GEOGRAPHIC REGION:				
NORTHEAST	5325	639891	2.19	0.8
NORTH CENTRAL	6626	767054	2.24	0.8
SOUTH	6650	787502	2.16	0.8
WEST	3870	406767	2.22	0.8
CURRICULUM:				
GENERAL	7356	854856	2.11	0.8
ACADEMIC	9262	1043670	2.33	0.7
VOCATIONAL	5726	688660	2.13	0.8
COMMUNITY TYPE:				
URBAN	4682	498813	2.13	0.8
SUBURBAN	11238	1272191	2.23	0.8
RURAL	6551	830212	2.19	0.8

Table 4-72

HOW MANY TEACHERS IN YOUR SCHOOL ARE DOING A JOB JUST TO MAKE MONEY?
(0=NONE; 3=MOST)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	22142	2564566	1.27	0.9
SEX:				
MALE	10780	1262088	1.31	0.9
FEMALE	11362	1302478	1.24	0.8
SES:				
LOW	4457	480940	1.29	0.9
MIDDLE	9884	1177564	1.27	0.8
HIGH	5401	623091	1.24	0.8
RACE:				
WHITE	16246	2027426	1.26	0.8
BLACK	2741	296764	1.32	0.9
ASIAN-AMERICAN	309	31537	1.24	0.8
AMERICAN INDIAN	183	20695	1.44	1.0
MEXICAN-AMERICAN	1509	93150	1.32	0.9
PUERTO RICAN	273	22989	1.43	0.9
OTHER HISPANIC	813	64810	1.33	0.9
SCHOOL TYPE:				
PUBLIC	19177	2298379	1.31	0.9
PRIVATE	733	77932	0.95	0.8
CATHOLIC	2232	188256	1.00	0.8
GEOGRAPHIC REGION:				
NORTHEAST	5251	631835	1.29	0.9
NORTH CENTRAL	6557	759483	1.25	0.8
SOUTH	6521	772062	1.29	0.9
WEST	3813	401187	1.27	0.9
CURRICULUM:				
GENERAL	7230	841323	1.33	0.9
ACADEMIC	9166	1033515	1.20	0.8
VOCATIONAL	5621	675915	1.33	0.9
COMMUNITY TYPE:				
URBAN	4583	488310	1.31	0.9
SUBURBAN	11099	1256253	1.26	0.8
RURAL	6460	820003	1.27	0.9

Table 4-73

STUDENT RATING OF QUALITY OF ACADEMIC INSTRUCTION
(1=POOR; 4=EXCELLENT)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	17586	2252038	2.78	0.8	2.86	0.8	0.8	0.1*	0.1
SEX:									
MALE	8650	1127621	2.77	0.8	2.85	0.8	0.8	0.1*	0.1
FEMALE	8936	1124418	2.79	0.7	2.86	0.7	0.7	0.1*	0.1
SES:									
LOW	3392	406311	2.64	0.8	2.74	0.8	0.8	0.1*	0.1
MIDDLE	8640	1145486	2.76	0.8	2.83	0.8	0.8	0.1*	0.1
HIGH	5177	659890	2.92	0.8	2.99	0.8	0.8	0.1*	0.1
RACE:									
WHITE	13373	1831850	2.79	0.8	2.87	0.8	0.8	0.1*	0.1
BLACK	1958	233850	2.75	0.8	2.81	0.8	0.8	0.1	0.1
ASIAN-AMERICAN	237	25126	2.89	0.8	2.97	0.7	0.8	0.1	0.1
AMERICAN INDIAN	133	17256	2.62	0.7	2.81	0.7	0.7	0.2	0.3
MEXICAN-AMERICAN	1060	71537	2.64	0.8	2.74	0.8	0.8	0.1	0.1
PUERTO RICAN	177	17564	2.60	0.7	2.77	0.7	0.7	0.2	0.2
OTHER HISPANIC	622	52052	2.71	0.8	2.80	0.8	0.8	0.1	0.1
SCHOOL TYPE:									
PUBLIC	14899	1998293	2.74	0.8	2.82	0.8	0.8	0.1*	0.1
PRIVATE	631	72322	3.12	0.8	3.19	0.9	0.8	0.1	0.1
CATHOLIC	2056	181423	3.14	0.8	3.14	0.8	0.8	0.0	0.0
GEOGRAPHIC REGION:									
NORTHEAST	4077	537092	2.84	0.8	2.91	0.8	0.8	0.1*	0.1
NORTH CENTRAL	5299	680100	2.77	0.7	2.85	0.8	0.8	0.1*	0.1
SOUTH	5226	682749	2.74	0.8	2.81	0.8	0.8	0.1*	0.1
WEST	2984	352097	2.79	0.8	2.88	0.8	0.8	0.1*	0.1
CURRICULUM:									
GENERAL	5405	697616	2.63	0.7	2.67	0.8	0.8	0.0	0.0
ACADEMIC	8157	1016111	2.94	0.7	3.03	0.7	0.7	0.1*	0.1
VOCATIONAL	3957	529446	2.67	0.8	2.77	0.8	0.8	0.1*	0.1
COMMUNITY TYPE:									
URBAN	3360	396419	2.83	0.7	2.88	0.8	0.8	0.1	0.1
SUBURBAN	9038	1118948	2.83	0.8	2.91	0.8	0.8	0.1*	0.1
RURAL	5188	736672	2.68	0.8	2.77	0.8	0.8	0.1*	0.1

Table 4-74

STUDENT RATING OF SCHOOL REPUTATION IN THE COMMUNITY (1=POOR; 4=EXCELLENT)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	18336	2359416	2.86	0.9	2.92	0.9	0.9	0.1*	0.1
SEX:									
MALE	8814	1152435	2.84	0.9	2.91	0.9	0.9	0.1*	0.1
FEMALE	9522	1206981	2.87	0.9	2.94	0.9	0.9	0.1*	0.1
SES:									
LOW	3717	450360	2.67	0.9	2.76	0.9	0.9	0.1*	0.1
MIDDLE	9036	1200183	2.84	0.9	2.89	0.9	0.9	0.1*	0.1
HIGH	5181	663967	3.02	0.9	3.10	0.9	0.9	0.1*	0.1
RACE:									
WHITE	13945	1919030	2.88	0.9	2.95	0.9	0.9	0.1*	0.1
BLACK	2033	247201	2.77	0.9	2.79	0.9	0.9	0.0	0.0
ASIAN-AMERICAN	236	25649	2.93	0.9	2.92	0.9	0.9	0.0	-0.0
AMERICAN INDIAN	130	16718	2.57	0.9	2.82	0.8	0.8	0.3	0.3
MEXICAN-AMERICAN	1147	76849	2.71	0.9	2.77	0.9	0.9	0.1	0.1
PUERTO RICAN	177	16813	2.50	0.9	2.56	1.0	1.0	0.1	0.1
OTHER HISPANIC	641	54318	2.76	0.9	2.82	0.9	0.9	0.1	0.1
SCHOOL TYPE:									
PUBLIC	15679	2106681	2.80	0.9	2.86	0.9	0.9	0.1*	0.1
PRIVATE	625	73050	3.22	0.8	3.40	0.7	0.8	0.2*	0.2
CATHOLIC	2032	179685	3.34	0.8	3.44	0.7	0.7	0.1*	0.1
GEOGRAPHIC REGION:									
NORTHEAST	4196	556131	2.79	0.9	2.87	0.9	0.9	0.1*	0.1
NORTH CENTRAL	5538	713085	2.87	0.9	2.97	0.9	0.9	0.1*	0.1
SOUTH	5486	724956	2.89	0.9	2.92	0.9	0.9	0.0	0.0
WEST	3116	365245	2.87	0.9	2.91	0.9	0.9	0.0	0.1
CURRICULUM:									
GENERAL	5780	750568	2.72	0.9	2.79	0.9	0.9	0.1*	0.1
ACADEMIC	8144	1015787	3.01	0.9	3.08	0.9	0.9	0.1*	0.1
VOCATIONAL	4334	582752	2.77	0.9	2.83	0.9	0.9	0.1	0.1
COMMUNITY TYPE:									
URBAN	3537	424392	2.85	0.9	2.84	1.0	0.9	-0.0	-0.0
SUBURBAN	9340	1162324	2.90	0.9	2.99	0.9	0.9	0.1*	0.1
RURAL	5459	772700	2.79	0.9	2.88	0.8	0.8	0.1*	0.1

schools provide geometry, second-year algebra, biology, chemistry and physics to their students. This difference in course offerings reflects to a large extent differences in curriculum. In 90 percent of the Catholic schools, a majority of the students are enrolled in the academic curriculum. This occurs in only 27 percent of the public schools.

There is as much, if not more, variability in school processes between high and low SES schools than between Catholic and public schools. Looking at course offerings, we find that 87 percent of high SES schools offer trigonometry, 68 percent offer calculus, nearly 70 percent offer third-year Spanish and French, and 65 percent offer Advanced Placement courses. Trigonometry is found in 63 percent of low SES schools, calculus in 29 percent, and third-year Spanish and French and AP courses in 24 percent. Sixty-five percent of the high SES schools have a majority of their students enrolled in the academic curriculum compared to 23 percent of the low SES schools. High SES schools also require their college preparatory students to take more mathematics, science, and foreign language courses than do low SES schools. Finally, low SES schools have fewer financial resources available to them. Twenty-three percent of low SES schools spent less than $1,000 per pupil in 1980 compared with 12 percent of high SES schools. In contrast, 11 percent of low SES schools spent $2,000 or more compared with 38 percent of high SES schools.

Chapter 5

THE TRANSCRIPT ANALYSIS

The High School & Beyond data base includes complete high school transcripts for approximately 12,000 students who graduated from high school in 1982. In this study we have analyzed the course-taking behavior of students in the "new basics," English, mathematics, science, social science, foreign language, and computer science. These six course content areas were chosen both because they have received considerable attention in national reports on the quality of secondary education and because they are closely related to the skills and knowledge assessed in the HS&B test battery. Details on the exact courses included in each area of the new basics may be found in Appendix D.

This chapter is divided into three sections. The first provides information on the percentage of the HS&B 1980-1982 high school students taking courses in each of the six new basics. The second section describes the mean number of courses in the new basics that were attempted and that were passed. The final section describes the average grades that the students received.

A. COURSE-TAKING IN THE NEW BASICS

Table 5-1 shows the percentage of students taking and passing courses in each of the six new basics and in selected sub-areas of these fields. The data are presented by curriculum and for all students combined.

Almost every high school student took and passed one or more courses in English, mathematics, and social science; the percentage of students taking each of these subjects exceeds 99 percent. Science is not far behind, taken by 97.6 percent of all students. The difference between science and English, mathematics and social studies can be traced to the somewhat smaller proportion of general and vocational students taking and passing one or more courses in science. Fifty-three percent of the students took and passed one or more courses in foreign languages. There is a great difference between academic curriculum students, 78.3 percent of whom took and passed one or more courses in foreign language, and students in the other curricula (39.4 percent of general curriculum students and 30.1 percent of vocational curriculum students took a foreign language course). Only 13.7 percent of all students took and passed a course in computer science; academic students participated twice as frequently as students in other curricula.

In English, the most common group of courses were in General English (English 9, English 10, English 11, and English 12), taken by 88.7 percent of the students. Special topics in English (encompassing topics from Classical Literature to Rock Poetry) were taken by 43.4 percent of the students. Slightly lower percentages of academic students than general or vocational students took General English, but slightly

Table 5-1

Percentage of Students Taking and Passing Courses in the "New Basics" by Curriculum and for All Students

	Academic	General	Vocational	All Students
English	99.9	99.8	99.5	99.8
Remedial English	8.7	16.8	16.9	13.5
Remedial Reading	6.7	12.9	14.4	10.8
General English	87.3	89.2	90.4	88.7
Advanced English	23.0	6.7	6.4	13.3
Special Topics	48.7	43.0	35.7	43.4
Composition	41.5	35.5	28.7	36.1
Oral English	22.4	21.5	19.2	21.3
Other Reading	9.5	11.9	8.4	10.0
Vocational English	2.9	4.5	8.1	4.8
Mathematics	99.9	99.6	99.4	99.6
Basic Skills	7.0	21.2	22.7	15.8
Pre-Algebra and Pre-Geometry	13.8	19.5	18.5	16.9
General Math	23.1	43.5	48.2	36.4
Vocational Math	5.5	14.9	20.9	12.7
Algebra I	76.2	62.5	54.6	65.9
Geometry I	73.4	34.1	24.4	47.6
Advanced Math	73.3	27.1	18.8	43.7
Science	99.3	96.8	96.1	97.6
General Science	22.5	32.8	35.5	29.3
Physical Science	45.6	47.2	44.2	45.7

Table 5-1 (contd.)

	Academic	General	Vocational	All Students
Science (contd.)				
Functional Biology	27.0	23.4	21.6	24.4
Biology I	60.3	51.7	48.2	54.3
Advanced Biology	26.9	13.0	8.7	17.5
Functional Chemistry	12.1	4.7	2.5	7.1
Chemistry I	46.8	14.3	7.4	25.7
Advanced Chemistry	8.5	4.7	1.3	4.0
Functional Physics	6.0	1.8	--*	3.3
Physics I	24.7	4.7	2.1	12.2
Advanced Physics	3.1	0.1	--*	1.5
Social Sciences	99.9	99.8	99.8	99.9
Functional Social Science	1.9	2.5	3.1	2.4
Vocational Applications	8.0	9.0	9.7	8.8
History, Regular	89.0	91.7	88.6	89.7
Social Science, Other	94.1	95.6	93.8	94.5
Advanced Social Science	11.2	4.1	3.7	6.9
Foreign Languages	78.3	39.4	30.1	53.0
First Year	69.9	36.4	27.5	47.7
Second Year	59.8	17.5	11.5	33.1
Third Year	28.0	6.1	3.6	14.3
Fourth Year	11.2	1.8	1.3	5.5
Fifth Year/Advanced	2.7	0.5	0.5	1.4
Other	1.7	0.7	0.6	1.1

*Less than 0.1 percent

Table 5-1 (contd.)

	Academic	General	Vocational	All Students
Computer Science	18.8	9.9	10.8	13.7
Computer Literacy	3.2	1.4	1.4	2.1
Programming	8.7	3.9	2.4	5.5
DP and Applications	7.9	5.0	7.9	6.9

more took special topic courses. Courses in composition were taken by 36.1 percent of the students; again, academic students showed higher levels of participation. Remedial English and remedial reading courses were taken by 13.5 percent and 10.8 percent, respectively, of the students. Higher rates of participation in these remedial courses were found among general and vocational curriculum students. Advanced level English courses, including honors courses and Advanced Placement, were taken by 13.3 percent of the students; 23.0 percent of academic students took these courses, but only 6.7 percent of general students and 6.4 percent of vocational students.

In mathematics, Algebra I was the most common course, taken by 65.9 percent of all students. Geometry I was the next most common course, taken by 47.6 percent of all students. Both courses were taken by more academic than general and vocational curriculum students, but the gap between these groups increased dramatically from algebra (taken by 76.2 percent of academic students, 62.5 percent of vocational students, and 54.6 percent of vocational students) to geometry (taken by 73.4 percent of academic students; 34.1 percent of general students, and 24.4 percent of vocational students). Nearly three-quarters (73.3 percent) of academic curriculum students took more advanced mathematics (such as Algebra 2, Trigonometry or Calculus) compared with only 27.1 percent of general curriculum and 18.8 percent of vocational curriculum students. General mathematics, taken by 36.4 percent of all students, was especially popular among general and vocational curriculum students. Basic skills courses in mathematics were taken by 15.8 percent of the students, primarily students in the general and vocational curriculum.

In science, Biology I was the course taken by the largest percentage (54.3 percent) of students. Introductory physical science was taken by the next largest group (45.7 percent of all students). "Functional," or non-academic courses in science, such as Consumer Chemistry, attracted a larger percentage of students from the academic curriculum than from other curricula. Chemistry I and Physics I were taken by 25.7 percent and 12.2 percent of all students. The major group of students in each of these courses were, however, from the academic curriculum. For example, Chemistry I was taken by 46.8 percent of academic students, but only 14.3 percent of general students and 7.4 percent of vocational students. Advanced level (honors or Advanced Placement) courses in biology, chemistry, and physics were taken by 17.5, 4.0, and 1.5 percent, respectively, of all students. Here again the academic students predominate. For example, 26.9 percent of academic curriculum students took Advanced Biology.

There appears to be less variation in the social sciences. Most students took and passed one or more courses in history (89.7 percent of all students) and one or more courses in other social sciences such as government, economics, sociology, anthropology, or psychology (94.5 percent of all students). Advanced level courses in the social sciences were taken by 6.9 percent of all students, 11.2 percent of academic students, 4.1 percent of general students, and 3.7 percent of vocational students. Functional-type courses in the social sciences attracted few students (2.4 percent).

Course-taking in foreign languages showed dramatic differences between academic students and those in other curricula; 59.8 percent of academic students took and passed two or more years of a foreign language compared with 17.5 percent of general curriculum students and 11.5 percent of vocational curriculum students. Differences were also marked in computer science where academic curriculum students were much more likely to take and pass a programming course (8.7 percent did so) than were general or vocational curriculum students (3.9 percent and 2.4 percent, respectively).

B. NUMBER OF COURSES ATTEMPTED AND PASSED

The mean number of courses attempted and the mean number actually passed are shown in Table 5-2. The numbers presented here are Carnegie units where 1 = a one-year course meeting for one period each day. The number of courses attempted can be considered an index of the opportunities which the student had to learn the new basics. The number of courses passed is an index of the extent to which the student learned the new basics to a level satisfactory for the given school. We include both courses attempted and courses passed here not only to provide an indication of failure rates, which are obscured in the averaging of grades, but also as a reminder that some learning may occur even when a student fails a course. The overall failure rates were 1.6, 5.2, and 5.2 percent for academic, general and vocational students, respectively.

The average student attempted a total of 13.71 Carnegie units in the six new basics areas and passed courses with a total of 13.20 units. There was considerable variation across the three high school curricula. Academic students attempted courses with a total of 15.80 units and passed 15.55 units; general students attempted 12.64 and passed 11.98, while vocational students attempted 11.79 and passed 11.14.

There was relatively little difference across the curricula in the number of units attempted in English and in social studies. This is not surprising since most states mandate that high school students take three or four years of English and two or three years of social studies.

The three subject matter areas where there are major differences across curricula in the mean number of courses both attempted and passed are mathematics, science, and foreign languages. In each case the difference in the number of courses attempted and passed by academic curriculum students is approximately one full Carnegie unit greater than the number taken and passed by general curriculum students; the difference between academic and vocational students is slightly larger.

Table 5-2

Mean Number of "New Basics" Courses Attempted and Passed
by Curriculum and for All Students

	Academic		General		Vocational		All Students	
	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
Total English	4.06	4.02	4.01	3.84	3.93	3.76	4.01	3.89
Remedial English	0.13	0.12	0.27	0.26	0.24	0.22	0.20	0.19
General English	2.25	2.23	2.43	2.34	2.51	2.41	2.38	2.31
Advanced English	0.40	0.40	0.09	0.09	0.08	0.08	0.22	0.22
Special Topics	0.61	0.60	0.47	0.44	0.42	0.39	0.51	0.49
Composition	0.38	0.37	0.34	0.32	0.27	0.25	0.34	0.32
Oral English	0.16	0.16	0.26	0.15	0.13	0.12	0.15	0.15
Remedial Reading	0.06	0.06	0.14	0.13	0.16	0.15	0.11	0.11
Other Reading	0.06	0.06	0.08	0.08	0.06	0.06	0.07	0.07
Vocational English	0.02	0.02	0.03	0.03	0.07	0.06	0.03	0.03
Total Mathematics	3.43	3.33	2.56	2.38	2.37	2.19	2.86	2.71
Basic Skills	0.07	0.07	0.23	0.21	0.25	0.23	0.17	0.16
General Math	0.33	0.32	0.57	0.55	0.67	0.62	0.50	0.47
Vocational Math	0.05	0.05	0.14	0.13	0.21	0.19	0.12	0.11
Pre-Algebra and Pre-Geometry	0.14	0.13	0.21	0.20	0.19	0.17	0.18	0.16
Algebra I	0.85	0.82	0.67	0.63	0.61	0.56	0.73	0.69
Geometry I	0.75	0.73	0.34	0.32	0.24	0.22	0.48	0.46
Advanced Math	1.24	1.21	0.35	0.33	0.21	0.19	0.68	0.65
Total Science	2.91	2.86	1.99	1.88	1.73	1.64	2.30	2.22
General Science	0.23	0.23	0.34	0.32	0.37	0.35	0.31	0.29
Physical Science	0.47	0.47	0.49	0.47	0.46	0.44	0.47	0.46

Table 5-2 (contd.)

	Academic		General		Vocational		All Students	
	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
Total Science (contd.)								
Functional Biology	0.28	0.28	0.23	0.22	0.21	0.20	0.25	0.24
Biology I	0.63	0.61	0.55	0.51	0.49	0.46	0.56	0.54
Advanced Biology	0.28	0.28	0.11	0.11	0.07	0.07	0.17	0.17
Functional Chemistry and Physics	0.18	0.18	0.06	0.06	0.03	0.03	0.10	0.10
Chemistry I	0.48	0.47	0.14	0.13	0.07	0.06	0.26	0.25
Physics I	0.25	0.25	0.04	0.04	0.02	0.02	0.12	0.12
Advanced Chemistry and Physics	0.11	0.11	0.02	0.02	0.01	0.01	0.05	0.05
Total Social Science	3.36	3.32	3.36	3.19	3.16	2.98	3.39	3.19
Functional	0.01	0.01	0.02	0.02	0.03	0.03	0.02	0.02
Vocational	0.06	0.06	0.06	0.05	0.06	0.05	0.06	0.06
History	1.44	1.42	1.41	1.39	1.43	1.33	1.45	1.39
Other Social Science	1.74	1/71	1.77	1.69	1.67	1.54	1.72	1.66
Advanced Social Science	0.12	0.12	0.04	0.04	0.03	0.03	0.07	0.07
Total Foreign Language	1.89	1.87	0.65	0.62	0.47	0.44	1.11	1.08
First Year	0.80	0.79	0.37	0.35	0.28	0.26	0.52	0.51
Second Year	0.61	0.62	0.18	0.17	0.12	0.11	0.35	0.34
Third Year	0.29	0.29	0.06	0.06	0.03	0.03	0.15	0.14
Fourth Year	0.12	0.12	0.02	0.02	0.03	0.03	0.15	0.14

Table 5-2 (contd.)

	Academic		General		Vocational		All Students	
	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
Total Foreign Language (contd.)								
Fifth Year/Advanced	0.03	0.03	0.01	0.01	0.01	0.01	0.02	0.02
Other	0.02	0.02	0.01	0.01	0.01	0.01	0.01	0.01
Total Computer Science	0.15	0.15	0.07	0.07	0.13	0.13	0.12	0.11
Computer Literacy	0.02	0.02	0.01	0.01	0.01	0.01	0.02	0.01
Programming	0.06	0.06	0.03	0.03	0.02	0.02	0.04	0.04
DP and Applications	0.06	0.06	0.03	0.03	0.10	0.09	0.06	0.06
Total	15.80	15.55	12.64	11.98	11.79	11.14	13.71	13.20

Academic students take more mathematics and science than students in the other curricula. They also take a different group of courses. For example, of the 3.43 years of mathematics taken by academic students, 2.84 years or 83 percent of the mathematics course work was in Algebra I, Geometry I, and Advanced Math. In contrast, general curriculum students took 2.56 years of mathematics of which 1.36 or 53 percent of the mathematics course work was in Algebra I and beyond. Of the 2.91 years of science that the average academic student took, 1.3 years were in courses beyond Biology I; general students took 2.0 years of science, of which 0.37 was beyond Biology I.

The cross-tabulations of the total number of courses passed (see Appendix D) provide more insights into the groups of students who take differing amounts of the new basics. A fairly clear pattern emerges for mathematics, science, and foreign languages, the three areas which showed the largest differences across curricula. High SES students take more units of those subjects than do low SES students; Asian-American students take more units than do students from other racial/ethnic groups; students from public schools take fewer units than do students from nonpublic schools; students from the Northeast tend to take more units than students from other regions; and students with higher sophomore test scores and with higher grades take more units than do students with lower initial test scores and lower grades. Males take more units of mathematics and science, but females take more units of foreign language.

To facilitate the examination of the transcript interactions of sex, race/ethnicity, and school type with curriculum, two summary tables have been constructed (Tables 5-3 and 5-4). The first shows the number of courses attempted by academic curriculum students, the second the number of courses attempted by general curriculum students. These tables enable the reader to differentiate between the level of course taken (remedial or basic vs. regular or advanced) in each of four areas: English, mathematics, science, and foreign languages.

As can be seen in Table 5-3, there were considerable sex, racial/ethnic, and/or school type differences in the amount of advanced mathematics and science courses taken and in the total amount of foreign language taken by academic students. For example, males in the academic curriculum took more advanced math and advanced science courses but fewer foreign language courses than did females. White students enrolled in this curriculum took nearly three-quarters of a year more of Geometry I and Advanced Math than did Black and Hispanic students although the total number of math courses was the same. Academic students in Catholic schools took more English, mathematics, and foreign language courses than their public school counterparts.

For students enrolled in the general curriculum (see Table 5-4), differences by sex and by race/ethnicity disappear, but differences between Catholic and public schools remain, with Catholic school students taking more new basics.

Table 5-3

Relationship of Sex, Race/Ethnicity, and School Type by Mean Number of Courses in Carnegie Units Attempted by Students in the Academic Curriculum

	Sex		Race/Ethnicity			School Type	
Course Taken	Male	Female	White	Black	Mexican-American/ Puerto Rican	Public	Catholic
Total English	4.05	4.08	4.03	4.25	4.29	4.04	4.28
Remedial English and Reading	0.21	0.15	0.16	0.24	0.34	0.20	0.09
All Other English	3.84	3.93	3.87	4.01	3.95	3.84	4.19
Total Mathematics	3.58	3.30	3.45	3.32	3.40	3.38	3.71
Basic Skills	0.08	0.06	0.05	0.24	0.15	0.07	0.07
General, Vocational Pre-Algebra and Pre-Geometry	0.53	0.51	0.45	0.99	0.83	0.55	0.38
Algebra I	0.85	0.84	0.85	0.83	0.90	0.83	0.94
Geometry I	0.76	0.74	0.78	0.54	0.64	0.72	0.89
Advanced Math	1.35	1.14	1.32	0.73	0.87	1.20	1.43
Total Science	3.06	2.77	2.96	2.53	2.65	2.91	2.83
General and Physical Science	0.76	0.65	0.69	0.88	0.77	0.71	0.57
Biology I	0.89	0.93	0.90	0.89	1.08	0.89	0.99
Advanced Science	1.41	1.19	1.37	0.76	0.80	1.31	1.27
Total Foreign Language	1.64	2.12	1.95	1.34	1.70	1.75	2.52
First Year	0.73	0.87	0.81	0.71	0.76	0.76	1.05
Second Year	0.56	0.71	0.66	0.45	0.50	0.58	0.91
Third Year and Beyond	0.33	0.52	0.47	0.16	0.38	0.39	0.54

Table 5-4

Relationship of Sex, Race/Ethnicity and School Type by Mean Number of Courses in Carnegie Units Attempted by Students in the General Education Curriculum

	Sex		Race/Ethnicity			School Type	
Course Type	Male	Female	White	Black	Mexican-American/Puerto Rican	Public	Catholic
Total English	4.03	3.99	3.96	4.32	4.05	4.04	4.28
Remedial English and Reading	0.45	0.35	0.37	0.61	0.47	0.42	0.29
All Other English	3.58	3.64	3.59	3.71	3.58	3.63	3.99
Total Mathematics	2.65	2.45	2.52	2.81	2.54	2.53	3.05
Basic Skills	0.24	0.22	0.20	0.39	0.31	0.24	0.07
General, Vocational Pre-Algebra and Pre-Geometry	1.02	0.88	0.87	1.41	1.16	0.95	0.66
Algebra I	0.68	0.71	0.71	0.56	0.61	0.68	0.86
Geometry I	0.34	0.34	0.37	0.23	0.23	0.33	0.60
Advanced Math	0.37	0.32	0.37	0.23	0.23	0.33	0.74
Total Science	2.04	1.92	1.99	2.04	1.82	1.98	2.22
General and Physical Science	0.87	0.67	0.82	0.92	0.78	0.84	0.58
Biology I	0.77	0.78	0.77	0.81	0.80	0.77	0.91
Advanced Science	0.40	0.47	0.40	0.31	0.24	0.37	0.73
Total Foreign Language	0.54	0.77	0.65	0.49	0.91	0.62	1.36
First Year	0.31	0.44	0.37	0.34	0.52	0.36	0.75
Second Year	0.16	0.21	0.19	0.11	0.24	0.17	0.43
Third Year and Beyond	0.07	0.12	0.08	0.04	0.15	0.09	0.16

In a few cases students earned more than one Carnegie unit in a course group. For example, all groups of students averaged more than two Carnegie units of General English. Academic curriculum students passed 1.21 units of advanced mathematics. All groups of students earned more than one unit in history and, also, more than one unit in other social studies.

Taken together these data show that HS&B high school students earned the largest number of Carnegie units in English and in social studies (3.89 and 3.19 units, respectively) and earned fewer units in mathematics (2.71), science (2.22), foreign languages (1.08), or computer science (0.11). Academic curriculum students not only tended to take more courses in the new basics than other students, but also tended to take more units of advanced level courses, especially in mathematics, science, and foreign languages. Students from high SES backgrounds, Asian-American students, students from the Northeast, and students with higher test scores and grades also tended to take more units in these three areas.

C. GRADES

The percentage of students taking the new basics and the number of Carnegie units earned provide a good indicator of the opportunities which students have to learn the skills and knowledge in these subject areas. The extent to which teachers believe that students have achieved this knowledge is indicated by the course grades. The mean grades are summarized in Table 5-5. Cross-tabulations appear in Appendix D. The grade scale used here ranges from 4.3 = A^+ to 0 = failing, with 3.0 = B, 2.0 = C, and 1.0 = D.

Mean grades for all students ranged from a high of 2.67 in computer science to a low of 2.22 in mathematics. Academic students consistently averaged grades about 0.5 or more scale units above general or vocational curriculum students. As the cross-tabulations show, in each of the six new basics, females received higher grades than did males; Asian-Americans and, to a lesser extent Whites, received higher grades than students from other racial/ethnic groups; students from high SES homes received higher grades than those from middle and low SES homes; and students from suburban and rural schools received higher grades than students from urban schools. There was also some tendency for students from the West to receive higher grades. Students from nonpublic schools, which tend to have a higher proportion of students enrolled in the academic curriculum than do public schools, also tended to have higher grades. Not surprisingly, students who had had higher scores on the base year tests and students who reported that they had higher grades earned higher grades in each of the new basics than did students with lower test scores and lower grades.

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Table 5-5

Mean Grades in Courses Attempted
(Scale 4.3 = A+ to 0 = Fail)

	Academic	General	Vocational	All Students
English	2.82	2.19	2.13	2.43
Remedial English	2.76	2.17	2.10	2.30
Remedial Reading	2.85	2.21	2.43	2.45
General English	2.81	2.17	2.10	2.41
Advanced English	2.96	2.28	2.38	2.77
English, Special Topics	2.85	2.17	2.02	2.45
Composition	2.85	2.18	2.17	2.49
Mathematics	2.50	2.04	2.02	2.22
Basic Skills	2.47	2.03	2.09	2.14
Pre-Algebra and Pre-Geometry	2.46	1.98	1.89	2.11
General Math	2.56	2.13	2.16	2.25
Vocational Math	2.47	2.13	2.23	2.23
Algebra I	2.57	1.98	1.94	2.25
Geometry I	2.56	2.15	1.93	2.38
Advanced Math	2.49	2.19	1.94	2.37
Science	2.66	2.09	2.04	2.32
General Science	2.84	2.16	2.09	2.35
Physical Science	2.81	2.17	2.09	2.41
Functional Biology	2.71	2.09	2.13	2.38
Biology I	2.74	2.10	1.98	2.36
Advanced Biology	2.82	2.31	2.20	2.61

Table 5-5 (contd.)

	Academic	General	Vocational	All Students
Science (contd.)				
Chemistry I	2.62	2.24	1.92	2.50
Physics I	2.79	2.45	2.01	2.70
Social Sciences	2.86	2.18	2.05	2.42
Functional Social Science	3.07	2.23	2.22	2.50
Vocational Applications	2.82	2.22	2.27	2.46
History, Regular	2.82	2.13	1.99	2.37
Social Science, Other	2.90	2.23	2.11	2.47
Advanced Social Science	2.98	2.41	1.94	2.72
Foreign Languages	2.77	2.13	2.07	2.51
First Year	2.89	2.18	2.12	2.59
Second Year	2.79	2.29	2.21	2.65
Third Year	2.94	2.50	2.29	2.84
Fourth Year	3.17	2.97	2.24	3.09
Fifth Year/Advanced	3.21	2.95	3.62	3.22
Computer Science	2.95	2.40	2.23	2.67
Computer Literacy	3.05	2.44	2.45	2.81
Programming	3.00	2.38	2.28	2.77
DP and Applications	2.91	2.42	2.20	2.58

D. SUMMARY

This chapter can, perhaps, be best summarized by constructing hypothetical transcripts showing courses taken in the new basics by 50 percent or more of the students in each curriculum, the mean number of Carnegie units earned, and the average grade received. The hypothesized average student in the academic curriculum would have earned a total of 15.55 Carnegie units in the new basics, including 10.66 units in non-remedial English, Algebra I, Geometry I, Advanced Mathematics, Biology I, History, Social Science, and Foreign Language I and II, and would have received a 2.89 grade average. The hypothesized average student in the general curriculum would have accumulated 11.98 Carnegie units, including 8.55 in non-remedial English, Algebra I, Biology I, History, and Social Science, and attained a 2.13 grade average. The vocational student would have taken a total of 11.4 Carnegie units, including 7.90 units of non-remedial English, Algebra I, History, and Social Sciences for a 2.07 grade average.

The relational analysis reported in Chapter 9 will show if and how these differences in course-taking patterns, Carnegie units, and grades are related to tested achievement.

Chapter 6

CHANGES IN TESTED ACHIEVEMENT, SCHOOL GRADES AND LIFE SKILLS

This chapter deals with gains in achievement and life skills. The two achievement areas that will be discussed here are tested achievement and school achievement as reflected in high school grades. In addition, longitudinal gains are compared for school stayers and dropouts for life skills.

The tables presented in this chapter show gains by total population and by the standard subpopulation classification variables. Differences between the 1980 and 1982 test score means are shown in the formula-corrected number right score metric and by effect size. The formula-corrected number right scores are on the same scale as the formula corrected raw scores and thus can be interpreted in the same way. The effect size for the score gains is the mean change divided by the pretest standard deviation.

A. COMPARISON OF SOPHOMORE TEST SCORES FOR DROPOUTS AND SCHOOL STAYERS

Tables 6-1 to 6-5 present comparisons of the mean test scores for school stayers and school dropouts for vocabulary, reading, mathematics, science, and writing skills. Differences between the mean test scores for the two groups, stayers and dropouts, ranged from slightly over half a standard deviation in science to three-quarters of a standard deviation in mathematics. This places the dropouts between the twenty-third and twenty-eighth percentile of the school stayer distribution depending on the particular test score. Disparities in test score means between stayers and dropouts tended to be of the same magnitude across the demographic classification with the exception of SES groupings, White vs. minority groupings, and curricula groupings. Disparities between stayers' and dropouts' test score means were highest for high SES individuals, members of the white majority, and/or individuals in the academic curriculum.

It is interesting to note that in all these groupings--high SES, White, and academic students, the dropout test score means were generally higher than the means of low SES and/or minority individuals who remained in school. It would seem that many of the high SES individuals may have dropped out for reasons other than their lacking the prerequisite basic skills. Other possible explanations might include a lack of academic interest or motivation, and/or these dropout individuals from high SES families are perceived either by themselves or their parents as not meeting the level of academic achievement that is expected from their family/peer backgrounds.

Table 6-1

IRT VOCABULARY SCORE
(ON SCALE OF HSB SOPHOMORE TEST)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	23164	3315	8.47	5.3	21148	2804	8.97	5.2	2016	511	5.67	4.7	-3.30*	-0.64
SEX:														
MALE	11353	1671	8.64	5.2	10327	1397	9.16	5.1	1026	275	5.96	4.8	-3.20*	-0.63
FEMALE	11811	1644	8.29	5.3	10821	1408	8.79	5.3	990	236	5.33	4.5	-3.45*	-0.66
SES:														
LOW	5500	785	5.71	4.6	4689	591	6.10	4.7	811	194	4.51	4.0	-1.59*	-0.35
MIDDLE	10974	1597	8.66	4.9	10177	1391	8.98	4.9	797	206	6.49	4.6	-2.49*	-0.51
HIGH	5758	791	11.53	4.9	5557	732	11.78	4.7	201	59	8.43	5.4	-3.35*	-0.70
RACE:														
WHITE	16829	2545	9.53	5.0	15590	2195	9.99	4.9	1239	350	6.63	4.6	-3.36*	-0.69
BLACK	2952	432	4.23	4.4	2636	350	4.55	4.4	316	81	2.86	3.8	-1.69*	-0.39
ASIAN-AMERICAN	296	33	8.87	5.9	280	31	8.97	5.9	16	3	7.71	5.3	-1.26	-0.21
AMERICAN INDIAN	239	34	5.94	4.6	187	24	6.19	4.6	52	10	5.32	4.5	-0.87	-0.19
MEXICAN-AMERICAN	1678	143	5.12	4.3	1453	108	5.51	4.5	225	35	3.94	3.6	-1.57*	-0.36
PUERTO RICAN	289	36	4.54	4.4	232	25	5.19	4.6	57	11	3.07	3.7	-2.12	-0.48
OTHER HISPANIC	802	83	6.51	5.0	709	66	6.97	5.0	93	17	4.76	4.5	-2.21*	-0.44
SCHOOL TYPE:														
PUBLIC	20268	3021	8.20	5.2	18334	2530	8.71	5.2	1934	491	5.60	4.7	-3.11*	-0.60
PRIVATE	634	91	11.34	5.2	614	80	11.84	5.2	20	11	7.53	3.8	-4.32*	-0.84
CATHOLIC	2262	203	11.11	4.7	2200	194	11.29	4.7	62	9	7.36	3.6	-3.93*	-0.84
GEOGRAPHIC REGION:														
NORTHEAST	5007	720	9.54	5.3	4669	634	9.99	5.2	338	86	6.17	4.8	-3.83*	-0.74
NORTH CENTRAL	6878	960	8.91	5.1	6379	836	9.39	4.9	499	124	5.70	4.6	-3.69*	-0.75
SOUTH	7281	1107	6.97	5.2	6480	899	7.48	5.3	801	208	4.78	4.4	-2.70*	-0.52
WEST	3998	528	9.33	5.1	3620	435	9.79	5.0	378	93	7.16	4.8	-2.63*	-0.53
CURRICULUM:														
GENERAL	10188	1500	7.79	4.8	9114	1222	8.22	4.8	1074	278	5.90	4.5	-2.32*	-0.49
ACADEMIC	8075	1071	11.30	5.0	7823	1006	11.50	4.9	252	66	8.15	5.3	-3.36*	-0.68
VOCATIONAL	4455	679	5.84	4.7	3843	531	6.25	4.7	612	148	4.37	4.3	-1.87*	-0.40
COMMUNITY TYPE:														
URBAN	4726	648	7.46	5.5	4197	519	8.08	5.5	529	129	4.96	4.8	-3.12*	-0.58
SUBURBAN	11370	1567	9.19	5.2	10549	1356	9.64	5.1	821	211	6.35	4.6	-3.28*	-0.65
RURAL	7068	1100	8.02	5.1	6402	928	8.51	5.1	666	172	5.36	4.5	-3.15*	-0.62

NOTE: WEIGHTED N IS IN THOUSANDS

Table 6-2

IRT READING SCORE
(ON SCALE OF HSB SOPHOMORE TEST)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	23120	3312	6.66	4.8	21112	2802	7.09	4.8	2008	510	4.32	4.0	-2.77*	-0.59
SEX:														
MALE	11331	1670	6.71	4.9	10310	1396	7.18	4.9	1021	274	4.30	4.0	-2.88*	-0.60
FEMALE	11789	1642	6.62	4.7	10802	1407	7.00	4.7	987	235	4.34	3.9	-2.67*	-0.58
SES:														
LOW	5488	783	4.65	4.1	4681	591	5.01	4.1	807	192	3.55	3.6	-1.45*	-0.36
MIDDLE	10962	1596	6.77	4.5	10167	1391	7.04	4.6	795	205	4.89	3.9	-2.16*	-0.48
HIGH	5736	790	9.03	4.8	5537	731	9.25	4.8	199	60	6.23	4.9	-3.02*	-0.63
RACE:														
WHITE	16795	2541	7.41	4.7	15560	2192	7.82	4.7	1235	349	4.89	4.0	-2.93*	-0.63
BLACK	2954	433	3.90	3.8	2638	352	4.17	3.9	316	81	2.75	3.3	-1.42*	-0.37
ASIAN-AMERICAN	295	33	7.25	5.0	279	30	7.36	5.0	16	3	5.93	4.9	-1.44	-0.29
AMERICAN INDIAN	240	34	4.81	4.3	188	24	4.93	4.3	52	10	4.51	4.2	-0.42	-0.10
MEXICAN-AMERICAN	1680	143	4.04	3.8	1456	108	4.31	3.9	224	35	3.20	3.3	-1.10*	-0.29
PUERTO RICAN	283	35	3.71	4.0	227	24	4.41	4.2	56	11	2.12	2.7	-2.29*	-0.58
OTHER HISPANIC	795	83	4.74	4.4	704	66	5.05	4.5	91	18	3.58	4.0	-1.47	-0.33
SCHOOL TYPE:														
PUBLIC	20244	3018	6.48	4.7	18316	2528	6.91	4.8	1928	490	4.28	4.0	-2.63*	-0.56
PRIVATE	633	91	8.53	5.0	613	80	8.91	4.9	20	11	5.71	4.4	-3.20	-0.65
CATHOLIC	2243	203	8.53	4.5	2183	194	8.70	4.4	60	9	4.90	3.3	-3.80*	-0.86
GEOGRAPHIC REGION:														
NORTHEAST	5000	719	7.25	4.8	4665	634	7.64	4.8	335	85	4.33	4.0	-3.31*	-0.70
NORTH CENTRAL	6871	959	7.06	4.8	6372	835	7.45	4.7	499	124	4.47	4.0	-2.98*	-0.63
SOUTH	7249	1105	5.72	4.6	6454	898	6.17	4.7	795	207	3.77	3.7	-2.40*	-0.52
WEST	4000	529	7.12	4.7	3621	435	7.52	4.7	379	94	5.30	4.2	-2.21*	-0.48
CURRICULUM:														
GENERAL	10164	1499	6.05	4.4	9092	1220	6.41	4.4	1072	279	4.46	3.7	-1.96*	-0.45
ACADEMIC	8054	1070	9.08	4.8	7804	1005	9.25	4.7	250	65	6.41	4.8	-2.85*	-0.60
VOCATIONAL	4455	679	4.52	4.0	3846	531	4.82	4.1	609	148	3.45	3.6	-1.37*	-0.34
COMMUNITY TYPE:														
URBAN	4704	646	6.02	4.8	4180	518	6.54	4.8	524	127	3.91	4.2	-2.64*	-0.56
SUBURBAN	11352	1566	7.06	4.8	10536	1356	7.44	4.8	816	210	4.62	3.8	-2.81*	-0.60
RURAL	7064	1100	6.48	4.7	6396	928	6.89	4.7	668	172	4.25	3.9	-2.65*	-0.57

NOTE: WEIGHTED N IS IN THOUSANDS

Table 6-3

IRT MATHEMATICS SCORE
(ON SCALE OF HSB SOPHOMORE TEST)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	23114	3307	12.20	9.8	21111	2799	13.31	9.8	2003	508	6.07	7.4	-7.24*	-0.75
SEX:														
MALE	11324	1665	12.47	10.3	10312	1394	13.72	10.3	1012	271	6.04	7.7	-7.68*	-0.76
FEMALE	11790	1642	11.93	9.3	10799	1405	12.91	9.2	991	237	6.10	7.0	-6.81*	-0.75
SES:														
LOW	5488	782	7.49	8.0	4681	590	8.41	8.3	807	192	4.66	6.1	-3.74*	-0.47
MIDDLE	10948	1592	12.38	9.3	10159	1388	13.24	9.3	789	204	6.59	7.4	-6.65*	-0.73
HIGH	5740	789	17.72	9.6	5540	730	18.29	9.4	200	59	10.76	9.5	-7.52*	-0.80
RACE:														
WHITE	16779	2538	13.93	9.7	15548	2190	14.99	9.5	1231	348	7.28	7.7	-7.71*	-0.82
BLACK	2958	433	5.31	7.0	2642	351	6.00	7.2	316	82	2.36	5.0	-3.64*	-0.52
ASIAN-AMERICAN	292	33	17.67	10.5	276	30	18.07	10.6	16	3	13.20	9.0	-4.87	-0.46
AMERICAN INDIAN	240	34	6.93	8.2	188	24	7.73	8.6	52	10	4.98	6.6	-2.75	-0.33
MEXICAN-AMERICAN	1675	142	6.41	7.4	1450	107	7.40	7.8	225	35	3.40	5.0	-4.00*	-0.53
PUERTO RICAN	284	35	5.34	6.5	230	25	5.87	7.0	54	10	4.05	4.9	-1.82	-0.27
OTHER HISPANIC	809	83	8.62	8.7	718	66	9.32	9.0	91	18	6.00	7.1	-3.32	-0.38
SCHOOL TYPE:														
PUBLIC	20230	3012	11.74	9.8	18307	2524	12.86	9.8	1923	488	5.92	7.3	-6.94*	-0.73
PRIVATE	634	91	17.59	10.2	614	80	18.60	10.0	20	11	9.98	8.3	-8.62*	-0.86
CATHOLIC	2250	203	16.65	8.6	2190	194	16.99	8.6	60	9	9.49	6.3	-7.50*	-0.88
GEOGRAPHIC REGION:														
NORTHEAST	4973	716	13.80	10.0	4641	631	14.79	9.9	332	85	6.44	7.6	-8.35*	-0.85
NORTH CENTRAL	6874	959	13.59	9.8	6376	836	14.62	9.7	498	123	6.61	7.7	-8.00*	-0.84
SOUTH	7266	1105	9.55	9.0	6473	897	10.59	9.2	793	207	5.06	6.6	-5.53*	-0.62
WEST	4001	528	13.04	10.0	3621	435	14.28	9.9	380	93	7.26	8.1	-7.03*	-0.72
CURRICULUM:														
GENERAL	10179	1497	10.64	8.9	9108	1220	11.66	9.1	1071	277	6.16	6.8	-5.50*	-0.62
ACADEMIC	8042	1068	17.89	9.4	7792	1002	18.37	9.2	250	66	10.65	9.4	-7.72*	-0.84
VOCATIONAL	4447	678	7.26	8.1	3841	530	8.12	8.3	606	147	4.15	6.6	-3.97*	-0.49
COMMUNITY TYPE:														
URBAN	4732	648	10.41	9.6	4205	519	11.55	9.7	527	128	5.78	7.9	-5.77*	-0.61
SUBURBAN	11317	1559	13.44	9.9	10507	1351	14.48	9.8	810	208	6.73	7.5	-7.75*	-0.80
RURAL	7065	1100	11.49	9.6	6399	928	12.61	9.6	666	172	5.49	6.8	-7.12*	-0.76

NOTE: WEIGHTED N IS IN THOUSANDS

Table 6-4

IRT SCIENCE SCORE
(ON SCALE OF HSB SOPHOMORE TEST)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	22926	3279	8.80	4.6	20944	2778	9.20	4.5	1982	500	6.58	4.1	-2.61*	-0.58
SEX:														
MALE	11251	1653	9.37	4.7	10244	1385	9.85	4.6	1007	268	6.90	4.4	-2.96*	-0.65
FEMALE	11675	1626	8.21	4.3	10700	1393	8.54	4.3	975	233	6.22	3.8	-2.32*	-0.54
SES:														
LOW	5440	776	6.72	4.2	4642	586	6.98	4.3	798	190	5.93	3.8	-1.05*	-0.25
MIDDLE	10850	1578	9.01	4.3	10068	1377	9.28	4.2	782	200	7.14	4.1	-2.14*	-0.51
HIGH	5711	784	11.07	4.2	5512	726	11.27	4.1	199	58	8.49	4.8	-2.79*	-0.67
RACE:														
WHITE	16681	2520	9.76	4.2	15459	2177	10.11	4.1	1222	343	7.51	4.0	-2.60*	-0.63
BLACK	2891	425	4.87	3.8	2580	345	5.12	3.9	311	80	3.78	3.2	-1.34*	-0.35
ASIAN-AMERICAN	292	33	9.28	4.4	276	30	9.36	4.5	16	3	8.47	3.4	-0.89	-0.20
AMERICAN INDIAN	239	34	6.69	4.7	187	24	6.85	4.6	52	10	6.29	5.0	-0.55	-0.12
MEXICAN-AMERICAN	1677	142	5.91	4.0	1451	107	6.27	4.1	226	35	4.81	3.4	-1.46*	-0.36
PUERTO RICAN	278	34	4.95	4.0	224	24	5.59	4.1	54	10	3.42	3.3	-2.18	-0.55
OTHER HISPANIC	792	81	7.25	4.4	708	65	7.46	4.4	84	16	6.37	4.1	-1.09	-0.25
SCHOOL TYPE:														
PUBLIC	20040	2984	8.64	4.6	18139	2504	9.05	4.5	1901	480	6.53	4.1	-2.52*	-0.56
PRIVATE	634	91	10.76	4.3	614	80	11.19	4.2	20	11	7.56	4.4	-3.63	-0.87
CATHOLIC	2252	203	10.17	3.9	2191	194	10.25	3.9	61	9	8.41	2.8	-1.84*	-0.47
GEOGRAPHIC REGION:														
NORTHEAST	4881	703	9.36	4.5	4554	621	9.72	4.4	327	83	6.71	4.2	-3.01*	-0.68
NORTH CENTRAL	6864	957	9.51	4.4	6371	835	9.87	4.3	493	122	7.05	4.1	-2.82*	-0.65
SOUTH	7209	1098	7.60	4.5	6423	892	7.96	4.5	786	205	6.05	4.0	-1.91*	-0.43
WEST	3972	521	9.25	4.5	3596	430	9.70	4.4	376	91	7.07	4.2	-2.63*	-0.60
CURRICULUM:														
GENERAL	10099	1486	8.39	4.2	9040	1211	8.74	4.3	1059	274	6.85	3.8	-1.89*	-0.45
ACADEMIC	7988	1060	10.83	4.3	7741	996	10.99	4.2	247	64	8.43	4.5	-2.55*	-0.60
VOCATIONAL	4394	669	6.76	4.3	3796	525	7.10	4.3	598	143	5.54	4.1	-1.56*	-0.36
COMMUNITY TYPE:														
URBAN	4661	641	7.59	4.7	4141	514	8.05	4.7	520	127	5.74	4.4	-2.31*	-0.50
SUBURBAN	11206	1538	9.32	4.4	10408	1337	9.66	4.4	798	202	7.05	4.0	-2.60*	-0.60
RURAL	7059	1099	8.78	4.5	6395	927	9.17	4.5	664	172	6.66	4.0	-2.51*	-0.56

NOTE: WEIGHTED N IS IN THOUSANDS

Table 6-5

IRT WRITING SCORE
(ON SCALE OF HSB SOPHOMORE TEST)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	22680	3238	8.32	5.1	20736	2747	8.83	5.0	1944	491	5.46	4.9	-3.37*	-0.68
SEX:														
MALE	11129	1632	7.09	5.2	10145	1370	7.68	5.1	984	262	4.00	4.5	-3.68*	-0.73
FEMALE	11551	1607	9.57	4.8	10591	1377	9.97	4.6	960	230	7.13	4.7	-2.84*	-0.61
SES:														
LOW	5368	765	6.33	4.8	4581	577	6.73	4.8	787	188	5.07	4.5	-1.66*	-0.35
MIDDLE	10725	1557	8.51	5.0	9963	1361	8.87	4.8	762	197	6.03	5.1	-2.84*	-0.58
HIGH	5676	777	10.60	4.7	5481	721	10.91	4.5	195	56	6.68	5.4	-4.22*	-0.94
RACE:														
WHITE	16540	2494	9.16	4.9	15344	2158	9.62	4.7	1196	336	6.24	5.0	-3.38*	-0.71
BLACK	2829	416	5.06	4.6	2527	337	5.50	4.7	302	78	3.17	3.8	-2.33*	-0.51
ASIAN-AMERICAN	283	31	10.12	4.8	267	28	10.33	4.8	16	3	7.97	4.9	-2.35	-0.49
AMERICAN INDIAN	234	33	5.95	4.8	184	24	6.25	4.7	50	9	5.18	5.1	-1.08	-0.22
MEXICAN-AMERICAN	1669	141	5.51	4.7	1445	107	5.94	4.8	224	35	4.20	4.1	-1.74*	-0.37
PUERTO RICAN	276	34	4.51	4.1	221	24	4.98	4.2	55	10	3.41	3.7	-1.57	-0.38
OTHER HISPANIC	774	80	6.12	5.0	690	63	6.51	4.9	84	16	4.57	4.8	-1.94	-0.39
SCHOOL TYPE:														
PUBLIC	19801	2944	8.09	5.1	17937	2473	8.61	5.0	1864	471	5.38	4.9	-3.24*	-0.65
PRIVATE	632	91	10.32	4.8	612	80	10.69	4.7	20	11	7.57	4.4	-3.12	-0.66
CATHOLIC	2247	203	10.69	4.4	2187	194	10.85	4.3	60	9	7.44	3.8	-3.41*	-0.79
GEOGRAPHIC REGION:														
NORTHEAST	4829	695	8.73	5.1	4509	614	9.19	4.9	320	81	5.26	4.7	-3.94*	-0.80
NORTH CENTRAL	6837	954	8.85	5.0	6354	833	9.28	4.8	483	121	5.86	4.9	-3.42*	-0.70
SOUTH	7094	1081	7.39	5.2	6321	879	7.92	5.1	773	202	5.11	4.8	-2.81*	-0.55
WEST	3920	509	8.74	5.1	3552	421	9.33	4.9	368	88	5.93	5.1	-3.39*	-0.69
CURRICULUM:														
GENERAL	9995	1470	7.71	4.9	8957	1199	8.12	4.8	1038	270	5.93	4.7	-2.19*	-0.46
ACADEMIC	7926	1050	10.91	4.4	7685	988	11.11	4.3	241	63	7.76	5.2	-3.35*	-0.77
VOCATIONAL	4329	656	5.89	4.9	3741	516	6.45	4.9	588	140	3.82	4.5	-2.62*	-0.54
COMMUNITY TYPE:														
URBAN	4617	634	7.49	5.2	4109	510	8.12	5.1	508	123	4.87	5.0	-3.26*	-0.64
SUBURBAN	11075	1514	8.85	5.0	10292	1317	9.29	4.9	783	197	5.91	4.8	-3.38*	-0.69
RURAL	6988	1091	8.07	5.1	6335	920	8.57	5.0	653	171	5.38	4.9	-3.19*	-0.64

NOTE: WEIGHTED N IS IN THOUSANDS

B. TEST SCORE CHANGES FROM BASE YEAR TO FIRST FOLLOW-UP

1. Gains in Vocabulary Scores

Tables 6-6 and 6-7 present gains (losses) in vocabulary scores for school stayers and dropouts. Inspection of the 1980 to 1982 gains shown in the column labeled "1982-1980 Difference" indicates that the school stayers made significant gains in vocabulary regardless of their demographic group membership. While the sample size was considerably smaller for the dropouts, the larger subpopulations within the dropout population did show smaller but still significant gains. Not unexpectedly, the Hispanics suffer the most compared to Whites and Blacks with respect to the crippling effect on their vocabulary growth of having missed formal schooling. It is not surprising that language development for individuals, who are more likely to come from limited English-speaking backgrounds, would be seriously hampered by a lack of formal schooling. The problem is compounded by the fact that a disproportionately greater number of Hispanics compared to Whites and Blacks drop out of school before their senior year. Part of the reduced rate of growth in vocabulary for Hispanics might reflect the possibility that they are more likely to drop out earlier in their high school career than either the Blacks or Whites. The present descriptive tables do not indicate at what point in time the dropping out took place.

It is interesting to note that for those individuals that stay in school females show a somewhat greater vocabulary gain (in raw score points) than males. However, for dropouts it is the other way around.

Among the in-school population, differential gains were found in favor of high SES compared to low SES and in favor of Whites as compared to Blacks and Mexican Americans. This latter result is, of course, seriously confounded with SES. Similarly, Catholic school stayers showed bigger gains than did their public school counterparts. Members of the academic curriculum showed larger gains on average than those individuals in general or vocational. Individuals in the South tended to show somewhat smaller gains.

There is somewhat less differential gain by subpopulations among the dropouts, although there is a tendency for Hispanics to show less gains than either Blacks or Whites. When gains are contrasted by curriculum, individuals who were in the vocational curriculum and subsequently dropped out were characterized by smaller gains. This result is not at all surprising since these individuals are more likely to be employed in an area that is less likely to require verbal skills.

One general point about the relative vocabulary gains for stayers and dropouts should be made here. On the average, stayers gained .6 of a raw score point more than did dropouts. While this level of differential gain is not especially impressive, it is in an area that is less likely to be influenced by formal schooling than say mathematics, science, or writing. The fact that almost half of the dropouts remained through their junior year further attenuates this differential gain.

Table 6-6

IRT VOCABULARY SCORE
(ON SCALE OF HSB SOPHOMORE TEST)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	19277	2821404	9.02	5.2	11.17	5.5	5.4	2.2*	0.4
SEX:									
MALE	9343	1404362	9.23	5.1	11.24	5.5	5.3	2.0*	0.4
FEMALE	9934	1417042	8.82	5.3	11.11	5.6	5.5	2.3*	0.4
SES:									
LOW	4261	589956	6.11	4.7	8.09	5.3	5.0	2.0*	0.4
MIDDLE	9330	1410943	9.04	4.9	11.19	5.1	5.0	2.2*	0.4
HIGH	5054	733716	11.82	4.7	14.15	4.7	4.7	2.3*	0.5
RACE:									
WHITE	14218	2213872	10.03	4.9	12.24	5.0	5.0	2.2*	0.4
BLACK	2433	355649	4.58	4.4	6.50	5.2	4.8	1.9*	0.4
ASIAN-AMERICAN	253	30376	9.05	5.9	11.39	6.6	6.2	2.3*	0.4
AMERICAN INDIAN	164	23395	6.30	4.6	8.43	5.5	5.1	2.1*	0.4
MEXICAN-AMERICAN	1325	105975	5.55	4.6	7.14	5.2	4.9	1.6*	0.3
PUERTO RICAN	211	24484	5.36	4.6	7.47	5.6	5.2	2.1*	0.4
OTHER HISPANIC	645	64550	7.03	5.0	9.32	5.4	5.2	2.3*	0.4
SCHOOL TYPE:									
PUBLIC	16602	2544737	8.76	5.2	10.87	5.5	5.4	2.1*	0.4
PRIVATE	574	81778	11.82	5.2	14.48	5.1	5.1	2.7*	0.5
CATHOLIC	2101	194889	11.28	4.7	13.79	4.6	4.6	2.5*	0.5
GEOGRAPHIC REGION:									
NORTHEAST	4262	636625	10.09	5.2	12.35	5.3	5.2	2.3*	0.4
NORTH CENTRAL	5828	847200	9.48	4.9	11.62	5.1	5.0	2.1*	0.4
SOUTH	6008	920234	7.50	5.3	9.53	5.8	5.5	2.0*	0.4
WEST	3179	417345	9.84	5.0	12.11	5.2	5.1	2.3*	0.4
CURRICULUM:									
GENERAL	6242	920557	7.75	4.7	9.81	5.0	4.9	2.1*	0.4
ACADEMIC	8091	1143451	11.65	4.8	14.07	4.8	4.8	2.4*	0.5
VOCATIONAL	4837	742167	6.63	4.6	8.48	5.1	4.9	1.9*	0.4
COMMUNITY TYPE:									
URBAN	3789	516281	8.12	5.4	10.19	5.8	5.6	2.1*	0.4
SUBURBAN	9552	1352100	9.70	5.1	11.93	5.3	5.2	2.2*	0.4
RURAL	5936	953023	8.55	5.1	10.63	5.5	5.3	2.1*	0.4

Table 6-7

IRT VOCABULARY SCORE
(ON SCALE OF HSB SOPHOMORE TEST)

LONGITUDINAL COMPARISONS FOR THOSE WHO DROPPED OUT [illegible] 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO DROPPED OUT		1982 DROPOUTS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	1583	509994	5.60	4.6	7.20	5.3	5.0	1.6*	0.3
SEX:									
MALE	784	273307	5.84	4.7	7.67	5.3	5.0	1.8*	0.4
FEMALE	799	236687	5.33	4.5	6.66	5.2	4.9	1.3*	0.3
SES:									
LOW	661	199149	4.48	3.9	6.04	4.7	4.3	1.6*	0.4
MIDDLE	634	208608	6.47	4.6	8.25	5.1	4.9	1.8*	0.4
HIGH	128	50797	8.73	5.5	10.53	5.7	5.6	1.8	0.3
RACE:									
WHITE	984	356207	6.53	4.6	8.32	5.0	4.8	1.8*	0.4
BLACK	258	82501	2.87	3.9	4.15	4.8	4.4	1.3*	0.3
ASIAN-AMERICAN	10	2280	7.85	4.9	11.15	4.5	5.0	3.3	0.7
AMERICAN INDIAN	34	8422	4.89	4.7	5.83	4.9	4.9	0.9	0.2
MEXICAN-AMERICAN	178	33403	3.87	3.7	4.50	4.6	4.2	0.6	0.2
PUERTO RICAN	47	10996	3.34	3.4	4.02	3.8	3.7	0.7	0.2
OTHER HISPANIC	70	15679	4.22	4.1	6.06	5.3	4.8	1.8	0.4
SCHOOL TYPE:									
PUBLIC	1520	489275	5.55	4.7	7.14	5.3	5.0	1.6*	0.3
PRIVATE	15	10934	6.34	3.0	8.79	5.2	4.4	2.4	0.6
CATHOLIC	48	9784	7.42	3.7	8.38	4.5	4.2	1.0	0.2
GEOGRAPHIC REGION:									
NORTHEAST	274	88927	5.90	4.8	7.36	5.3	5.1	1.5*	0.3
NORTH CENTRAL	418	130664	5.55	4.4	7.24	5.0	4.7	1.7*	0.4
SOUTH	606	202893	4.83	4.4	6.40	5.2	4.8	1.6*	0.3
WEST	285	87511	7.17	4.8	8.84	5.3	5.1	1.7*	0.3
CURRICULUM:									
GENERAL	849	277569	5.92	4.5	7.63	5.1	4.8	1.7*	0.4
ACADEMIC	188	62720	7.60	5.5	9.51	5.7	5.6	1.9*	0.3
VOCATIONAL	483	148165	4.40	4.3	5.58	4.9	4.6	1.2*	0.3
COMMUNITY TYPE:									
URBAN	407	123216	4.88	4.6	6.46	5.5	5.1	1.6*	0.3
SUBURBAN	631	203610	6.33	4.7	7.97	5.4	5.1	1.6*	0.3
RURAL	545	183167	5.28	4.4	6.84	4.8	4.6	1.6*	0.3

2. Gains in Reading Scores

Tables 6-8 and 6-9 present the reading gains for school stayers and dropouts. Similar to vocabulary, the gains overall are of moderate size. Among the within-school population, the largest differential gains were for individuals in the private non-Catholic and Catholic school areas. As in the case of vocabulary, school stayers in the academic area tended to show somewhat greater gains in reading. Unlike the vocabulary results, females showed the same amount of gain as did males. Among the dropouts there is some indication that males gained more than females. Dropout individuals in urban and suburban areas tended to show greater reading gains than those in rural areas. In general, the reading gains are very similar to the vocabulary gains with school stayers showing about .5 of a raw score point differential gain over that of the dropouts.

3. Gains in Mathematics Scores

Tables 6-10 and 6-11 present the gain in mathematics for school stayers and dropouts. While the overall gain in mathematics was on average two score points for school stayers, there was considerable variation by subpopulations.The overall gain for dropouts was .4 of a score point. There was considerable variation in gains (losses) among both school stayers and the dropouts. Among the school stayers, individuals in the academic curriculum gained on average 3.3 score points, while individuals in the vocational curriculum gained only .7 of a score point. Males showed greater gains than females. This differential gain in favor of males is probably due to sex-group-related preferences with respect to course selection. High SES school stayers gained 2.8 score points while middle and low SES school stayers gained 1.9 and 1.3 score points, respectively. School stayers from Catholic and private non-Catholic schools gained 2.4 and 3.4 score points, respectively. Individuals in urban and suburban areas gained more than students in the rural areas. Students from the Northeast gained more that students from the other sections of the country. The gains in mathematics for Catholic school stayers (3.2 score points) are particularly impressive, but one must keep in mind that a comparatively greater proportion of students in Catholic schools are in the academic curriculum.

Inspection of the dropout results in Table 6-11 shows that certain subpopulations (Mexican-American and Puerto Rican) show slight losses on retesting. Although these results are based on relatively small samples, they are similar to the pattern of differential gains in the vocabulary area where dropping out of school seemed to have a greater negative impact on Hispanics than for either Whites or Blacks. Similar to school stayers, there seems to be less growth in mathematics for females when compared to males among school dropouts. This finding, with respect to female and male dropouts, has been consistent across all three achievement areas. It is possible that males are more likely to drop out of school to take employment, while females are more likely to drop out because of pregnancy. As a result, the males are more likely to be in

Table 6-8

IRT READING SCORE
(ON SCALE OF HSB SOPHOMORE TEST)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	19089	2797057	7.16	4.8	8.54	5.1	4.9	1.4*	0.3
SEX:									
MALE	9251	1392446	7.27	4.9	8.66	5.1	5.0	1.4*	0.3
FEMALE	9838	1404611	7.06	4.7	8.42	5.0	4.8	1.4*	0.3
SES:									
LOW	4217	584939	5.03	4.1	6.31	4.5	4.3	1.3*	0.3
MIDDLE	9260	1401686	7.11	4.6	8.48	4.9	4.7	1.4*	0.3
HIGH	4983	724066	9.34	4.8	10.89	4.8	4.8	1.5*	0.3
RACE:									
WHITE	14071	2192858	7.89	4.7	9.29	4.9	4.8	1.4*	0.3
BLACK	2421	355496	4.21	3.9	5.36	4.2	4.1	1.1*	0.3
ASIAN-AMERICAN	248	29551	7.52	5.0	9.10	5.0	5.0	1.6*	0.3
AMERICAN INDIAN	165	23354	4.95	4.2	6.24	4.9	4.6	1.3	0.3
MEXICAN-AMERICAN	1316	104938	4.35	3.9	5.62	4.5	4.2	1.3*	0.3
PUERTO RICAN	205	23958	4.45	4.3	5.77	4.5	4.4	1.3	0.3
OTHER HISPANIC	635	63800	5.08	4.5	6.86	4.8	4.7	1.8*	0.4
SCHOOL TYPE:									
PUBLIC	16437	2521757	6.99	4.8	8.33	5.1	4.9	1.3*	0.3
PRIVATE	573	81264	8.93	4.9	10.91	4.9	4.9	2.0*	0.4
CATHOLIC	2079	194036	8.71	4.4	10.37	4.6	4.5	1.7*	0.4
GEOGRAPHIC REGION:									
NORTHEAST	4248	634235	7.73	4.8	9.16	5.0	4.9	1.4*	0.3
NORTH CENTRAL	5746	835732	7.58	4.7	8.96	5.0	4.9	1.4*	0.3
SOUTH	5954	915656	6.20	4.7	7.53	5.1	4.9	1.3*	0.3
WEST	3141	411434	7.60	4.7	8.99	4.9	4.8	1.4*	0.3
CURRICULUM:									
GENERAL	6179	912064	5.97	4.2	7.29	4.6	4.4	1.3*	0.3
ACADEMIC	8018	1134828	9.50	4.6	11.11	4.7	4.7	1.6*	0.3
VOCATIONAL	4785	734937	5.10	4.0	6.20	4.4	4.2	1.1*	0.3
COMMUNITY TYPE:									
URBAN	3752	512010	6.58	4.8	7.76	5.1	4.9	1.2*	0.2
SUBURBAN	9448	1339098	7.53	4.8	9.04	5.0	4.9	1.5*	0.3
RURAL	5889	945949	6.96	4.7	8.26	5.1	4.9	1.3*	0.3

Table 6-9

IRT READING SCORE
(ON SCALE OF HSB SOPHOMORE TEST)

LONGITUDINAL COMPARISONS FOR THOSE WHO DROPPED OUT BY 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO DROPPED OUT		1982 DROPOUTS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	1569	505126	4.28	3.9	5.19	4.3	4.1	0.9*	0.2
SEX:									
MALE	774	270419	4.20	3.9	5.35	4.4	4.2	1.1*	0.3
FEMALE	795	234707	4.37	3.9	5.01	4.1	4.0	0.6	0.2
SES:									
LOW	656	196255	3.57	3.5	4.37	3.7	3.6	0.8*	0.2
MIDDLE	628	207048	4.92	4.0	5.83	4.4	4.2	0.9*	0.2
HIGH	127	50332	6.02	4.5	7.72	4.8	4.7	1.7	0.4
RACE:									
WHITE	976	352945	4.79	4.0	5.84	4.4	4.2	1.0*	0.3
BLACK	257	81666	2.82	3.4	3.39	3.5	3.4	0.6	0.2
ASIAN-AMERICAN	9	2097	6.32	3.6	7.71	4.4	4.3	1.4	0.3
AMERICAN INDIAN	34	8422	4.48	4.4	4.64	4.0	4.2	0.2	0.0
MEXICAN-AMERICAN	178	33111	3.21	3.3	4.00	3.7	3.5	0.8	0.2
PUERTO RICAN	46	10892	2.19	2.5	2.94	2.9	2.7	0.8	0.3
OTHER HISPANIC	67	15487	3.53	3.9	4.01	4.5	4.2	0.5	0.1
SCHOOL TYPE:									
PUBLIC	1507	484422	4.26	3.9	5.14	4.3	4.1	0.9*	0.2
PRIVATE	15	10934	4.25	3.2	6.49	3.9	3.7	2.2	0.6
CATHOLIC	47	9770	5.02	3.2	6.13	3.5	3.4	1.1	0.3
GEOGRAPHIC REGION:									
NORTHEAST	272	88590	4.12	3.9	5.17	4.1	4.0	1.1	0.3
NORTH CENTRAL	415	129732	4.33	3.8	5.10	4.1	4.0	0.8	0.2
SOUTH	595	198365	3.92	3.8	4.70	4.4	4.1	0.8*	0.2
WEST	287	88439	5.15	4.2	6.45	4.2	4.2	1.3*	0.3
CURRICULUM:									
GENERAL	843	276215	4.43	3.8	5.37	4.1	3.9	0.9*	0.2
ACADEMIC	187	61883	5.82	4.6	7.03	5.3	5.0	1.2	0.2
VOCATIONAL	477	146420	3.69	3.6	4.24	4.0	3.8	0.5	0.1
COMMUNITY TYPE:									
URBAN	403	121472	3.78	4.1	5.24	4.5	4.3	1.5*	0.3
SUBURBAN	623	200823	4.61	3.9	5.59	4.3	4.1	1.0*	0.2
RURAL	543	182831	4.24	3.8	4.72	4.1	3.9	0.5	0.1

Table 6-10

IRT MATHEMATICS SCORE
(ON SCALE OF HSB SOPHOMORE TEST)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	18962	2775799	13.43	9.8	15.43	10.8	10.3	2.0*	0.2
SEX:									
MALE	9199	1382813	13.86	10.3	16.13	11.3	10.8	2.3*	0.2
FEMALE	9763	1392985	13.01	9.2	14.73	10.2	9.7	1.7*	0.2
SES:									
LOW	4185	580124	8.47	8.3	9.74	9.2	8.8	1.3*	0.1
MIDDLE	9193	1389415	13.36	9.3	15.26	10.3	9.8	1.9*	0.2
HIGH	4956	719619	18.41	9.4	21.23	10.0	9.7	2.8*	0.3
RACE:									
WHITE	13978	2178031	15.10	9.5	17.16	10.5	10.0	2.1*	0.2
BLACK	2403	351732	6.04	7.2	7.91	8.5	7.9	1.9*	0.2
ASIAN-AMERICAN	246	29212	17.94	10.4	20.88	11.2	10.8	2.9	0.3
AMERICAN INDIAN	164	23156	8.17	8.3	9.25	9.3	8.8	1.1	0.1
MEXICAN-AMERICAN	1290	102661	7.59	7.9	8.67	9.1	8.5	1.1	0.1
PUERTO RICAN	207	24181	6.02	7.3	7.65	8.7	8.1	1.6	0.2
OTHER HISPANIC	648	63888	9.56	9.1	11.49	10.1	9.6	1.9*	0.2
SCHOOL TYPE:									
PUBLIC	16303	2500374	12.99	9.8	14.87	10.8	10.3	1.9*	0.2
PRIVATE	574	81483	18.55	10.0	20.91	10.8	10.4	2.4*	0.2
CATHOLIC	2085	193942	17.07	8.6	20.32	9.3	9.0	3.2*	0.4
GEOGRAPHIC REGION:									
NORTHEAST	4216	631346	14.94	9.9	17.49	11.0	10.5	2.5*	0.2
NORTH CENTRAL	5702	828251	14.92	9.6	16.73	10.5	10.1	1.8*	0.2
SOUTH	5927	909166	10.60	9.2	12.41	10.4	9.8	1.8*	0.2
WEST	3117	407035	14.42	9.8	16.32	10.6	10.2	1.9*	0.2
CURRICULUM:									
GENERAL	6137	905107	10.55	8.6	11.99	9.3	8.9	1.4*	0.2
ACADEMIC	7983	1128625	18.70	9.2	21.97	9.6	9.4	3.3*	0.3
VOCATIONAL	4739	727438	8.99	8.2	9.69	8.8	8.5	0.7*	0.1
COMMUNITY TYPE:									
URBAN	3741	508274	11.54	9.6	13.60	10.8	10.2	2.1*	0.2
SUBURBAN	9351	1325267	14.69	9.8	16.96	10.8	10.3	2.3*	0.2
RURAL	5870	942258	12.70	9.6	14.25	10.5	10.1	1.6*	0.2

Table 6-11

IRT MATHEMATICS SCORE
(ON SCALE OF HSB SOPHOMORE TEST)

LONGITUDINAL COMPARISONS FOR THOSE WHO DROPPED OUT BY 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO DROPPED OUT		1982 DROPOUTS		POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
			MEAN	S.D.	MEAN	S.D.			
TOTAL	1547	499267	5.88	7.1	6.31	7.5	7.3	0.4	0.1
SEX:									
MALE	756	264176	5.91	7.4	6.67	7.8	7.6	0.8	0.1
FEMALE	791	235091	5.84	6.8	5.92	7.1	7.0	0.1	0.0
SES:									
LOW	648	195408	4.51	5.7	5.08	6.5	6.1	0.6	0.1
MIDDLE	619	204227	6.67	7.5	7.18	7.6	7.5	0.5	0.1
HIGH	125	48701	10.72	9.0	11.52	9.2	9.1	0.8	0.1
RACE:									
WHITE	963	349012	6.99	7.4	7.58	7.7	7.6	0.6	0.1
BLACK	254	81009	2.15	4.8	2.55	5.5	5.2	0.4	0.1
ASIAN-AMERICAN	10	2280	13.89	8.1	14.04	10.1	9.7	0.1	0.0
AMERICAN INDIAN	34	8422	4.93	7.0	4.91	7.4	7.3	-0.0	-0.0
MEXICAN-AMERICAN	175	32974	3.54	5.1	3.33	4.9	5.0	-0.2	-0.0
PUERTO RICAN	44	9770	4.61	4.5	1.56	4.9	4.7	-3.0	-0.6
OTHER HISPANIC	65	15293	5.53	6.5	6.63	7.7	7.2	1.1	0.2
SCHOOL TYPE:									
PUBLIC	1487	478848	5.73	7.1	6.19	7.4	7.3	0.5	0.1
PRIVATE	15	10934	9.97	8.5	9.46	8.4	8.7	-0.5	-0.1
CATHOLIC	45	9484	8.87	6.3	8.86	8.1	7.3	-0.0	-0.0
GEOGRAPHIC REGION:									
NORTHEAST	267	87513	5.76	7.0	6.01	7.1	7.0	0.2	0.0
NORTH CENTRAL	415	129826	6.33	7.5	6.77	7.5	7.5	0.4	0.1
SOUTH	581	193841	4.97	6.4	5.38	7.3	6.9	0.4	0.1
WEST	284	88086	7.36	7.8	8.00	7.9	7.9	0.6	0.1
CURRICULUM:									
GENERAL	836	274582	6.00	6.8	6.50	7.2	7.0	0.5	0.1
ACADEMIC	185	61835	9.27	8.8	10.07	9.3	9.1	0.8	0.1
VOCATIONAL	465	142619	4.45	6.6	4.72	6.7	6.7	0.3	0.0
COMMUNITY TYPE:									
URBAN	400	121724	5.84	7.4	6.07	8.0	7.7	0.2	0.0
SUBURBAN	611	198387	6.45	7.4	7.07	7.9	7.7	0.6	0.1
RURAL	536	179156	5.28	6.5	5.64	6.6	6.6	0.4	0.1

an environment that may help develop their skills in vocabulary, reading and mathematics.

4. Gains in Science Scores

Tables 6-12 and 6-13 present science score gains for school stayers and dropouts. For those individuals who remain in school, there are slight gains (in terms of raw score points) with little in the way of differential gains. That is, with the exception of the Puerto Rican and Asian-American subgroups, there is very little variation in the amount of gains. If the science test were sensitive to curriculum choice, one might expect: (1) differential gains by subgroups which traditionally take more science courses, e.g., individuals in the academic curriculum, and (2) an increase in variability in test score variance as one goes from the sophomore to the senior year. There is very little evidence for the former and none for the latter. Compared to the mathematics tests which demonstrated both differential gains across in-school subpopulations as well as increases in variability, the science test shows little indication at this point of being sensitive to formal course work.

Inspection of the science gains for the dropouts suggests that males and high SES individuals show greater science gains than their counterparts who remain in school.

5. Gains in Writing Scores

Tables 6-14 and 6-15 present gains for the writing tests for in-school and dropout populations, respectively. Similar to the science test, there is very little differential gain among the in-school population with the exception of some of the Hispanic groups which showed proportionately greater gains. Also similar to the science test results, the test score variance does not increase as one goes from the sophomore to the senior year. As in the case of the science test, the writing test does not appear to be sensitive to curriculum choices as indicated by equal raw score gains for all three curricula.

Inspection of the dropout results in Table 6-15 shows raw score gains of just slightly less magnitude than those found for the in-school population.

It is interesting to note that while males who drop out gain more than females, their pretest scores are considerably lower than those of the females. It may be that the male dropouts' inability to write at an acceptable level may have been a significant factor in their leaving school. It would appear that both the science and writing tests are for the most part tapping content and skills that are likely to be taught in the first two years in high school.

In the above discussion of test score changes for stayers and dropouts, the interpretations for the most part relied primarily on changes in raw score points. The use of effect size where effect size is the

Table 6-12

IRT SCIENCE SCORE
(ON SCALE OF HSB SOPHOMORE TEST)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS		POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
			MEAN	S.D.	MEAN	S.D.			
TOTAL	18593	2722726	9.27	4.5	10.23	4.6	4.5	1.0*	0.2
SEX:									
MALE	9041	1356667	9.94	4.6	10.95	4.6	4.6	1.0*	0.2
FEMALE	9552	1366059	8.60	4.3	9.51	4.4	4.3	0.9*	0.2
SES:									
LOW	4092	568560	7.03	4.3	7.90	4.4	4.3	0.9*	0.2
MIDDLE	9019	1364841	9.36	4.2	10.36	4.3	4.2	1.0*	0.2
HIGH	4874	705565	11.34	4.1	12.28	4.0	4.1	0.9*	0.2
RACE:									
WHITE	13754	2141720	10.17	4.1	11.12	4.2	4.2	0.9*	0.2
BLACK	2317	341132	5.20	3.9	6.10	4.0	3.9	0.9*	0.2
ASIAN-AMERICAN	238	28088	9.36	4.3	11.05	4.6	4.5	1.7*	0.4
AMERICAN INDIAN	163	22982	7.11	4.7	7.95	4.8	4.8	0.8	0.2
MEXICAN-AMERICAN	1270	100960	6.36	4.1	7.29	4.4	4.2	0.9*	0.2
PUERTO RICAN	195	22760	5.75	4.3	7.31	4.9	4.6	1.6*	0.3
OTHER HISPANIC	629	62112	7.47	4.5	8.52	4.5	4.5	1.1*	0.2
SCHOOL TYPE:									
PUBLIC	15953	2451448	9.14	4.5	10.08	4.6	4.6	0.9*	0.2
PRIVATE	560	77867	11.05	4.1	11.84	4.2	4.2	0.8	0.2
CATHOLIC	2080	193410	10.24	3.9	11.41	3.9	3.9	1.2*	0.3
GEOGRAPHIC REGION:									
NORTHEAST	4080	610295	9.81	4.4	10.78	4.3	4.4	1.0*	0.2
NORTH CENTRAL	5644	820188	10.02	4.3	10.97	4.3	4.3	1.0*	0.2
SOUTH	5823	895443	7.99	4.5	8.88	4.7	4.6	0.9*	0.2
WEST	3046	396800	9.81	4.3	10.88	4.4	4.3	1.1*	0.2
CURRICULUM:									
GENERAL	6017	887599	8.37	4.2	9.28	4.3	4.2	0.9*	0.2
ACADEMIC	7866	1110308	11.17	4.1	12.25	4.1	4.1	1.1*	0.3
VOCATIONAL	4605	710011	7.49	4.3	8.31	4.4	4.3	0.8*	0.2
COMMUNITY TYPE:									
URBAN	3634	496406	8.13	4.6	9.10	4.7	4.7	1.0*	0.2
SUBURBAN	9144	1292675	9.77	4.3	10.78	4.4	4.4	1.0*	0.2
RURAL	5815	933645	9.20	4.5	10.06	4.6	4.5	0.9*	0.2

Table 6-13

IRT SCIENCE SCORE
(ON SCALE OF HSB SOPHOMORE TEST)

LONGITUDINAL COMPARISONS FOR THOSE WHO DROPPED OUT BY 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO DROPPED OUT		1982 DROPOUTS		POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
			MEAN	S.D.	MEAN	S.D.			
TOTAL	1518	489342	6.51	4.1	7.15	4.3	4.2	0.6*	0.2
SEX:									
MALE	749	260396	6.80	4.3	7.88	4.5	4.4	1.1*	0.2
FEMALE	769	228945	6.18	3.8	6.32	4.0	3.9	0.1	0.0
SES:									
LOW	634	191069	6.00	3.7	6.40	4.0	3.8	0.4	0.1
MIDDLE	609	199944	7.09	4.2	7.68	4.2	4.2	0.6	0.1
HIGH	124	48811	8.26	4.8	10.44	4.4	4.6	2.2*	0.5
RACE:									
WHITE	953	343514	7.43	4.0	8.02	4.2	4.1	0.6	0.1
BLACK	249	78974	3.70	3.2	4.36	3.8	3.5	0.7	0.2
ASIAN-AMERICAN	10	2280	8.72	3.2	8.44	3.8	3.7	-0.3	-0.1
AMERICAN INDIAN	34	8422	5.90	5.4	7.57	4.7	5.1	1.7	0.3
MEXICAN-AMERICAN	172	32563	4.65	3.3	5.34	3.7	3.5	0.7	0.2
PUERTO RICAN	42	9624	3.47	2.9	5.04	3.0	3.0	1.6	0.5
OTHER HISPANIC	56	13460	6.06	4.0	6.83	4.3	4.2	0.8	0.2
SCHOOL TYPE:									
PUBLIC	1459	468952	6.45	4.1	7.11	4.3	4.2	0.7*	0.2
PRIVATE	15	10934	7.27	4.8	7.92	4.1	4.6	0.7	0.1
CATHOLIC	44	9455	8.57	2.8	8.15	3.7	3.4	-0.4	-0.1
GEOGRAPHIC REGION:									
NORTHEAST	258	83996	6.61	4.2	7.02	4.2	4.2	0.4	0.1
NORTH CENTRAL	408	127964	6.93	4.0	7.69	4.3	4.2	0.8	0.2
SOUTH	574	193852	6.02	4.1	6.43	4.3	4.2	0.4	0.1
WEST	278	83530	6.93	4.2	8.13	4.1	4.2	1.2*	0.3
CURRICULUM:									
GENERAL	822	272435	6.83	3.8	7.34	4.0	3.9	0.5	0.1
ACADEMIC	179	58115	7.87	4.5	8.76	4.6	4.6	0.9	0.2
VOCATIONAL	457	138808	5.65	4.2	6.31	4.5	4.4	0.7	0.2
COMMUNITY TYPE:									
URBAN	387	118667	5.73	4.3	6.48	4.6	4.5	0.7	0.2
SUBURBAN	594	190800	6.93	4.1	7.57	4.4	4.2	0.6	0.2
RURAL	537	179875	6.58	3.9	7.15	4.0	4.0	0.6	0.1

Table 6-14

IRT WRITING SCORE
(ON SCALE OF HSB SOPHOMORE TEST)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS		POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
			MEAN	S.D.	MEAN	S.D.			
TOTAL	18266	2667980	8.92	5.0	10.61	4.9	4.9	1.7*	0.3
SEX:									
MALE	8897	1331697	7.78	5.0	9.42	5.2	5.1	1.6*	0.3
FEMALE	9369	1336283	10.06	4.6	11.79	4.3	4.4	1.7*	0.4
SES:									
LOW	4009	555186	6.82	4.8	8.57	5.0	4.9	1.7*	0.4
MIDDLE	8864	1337942	8.96	4.8	10.64	4.8	4.8	1.7*	0.4
HIGH	4803	693310	10.99	4.4	12.62	4.1	4.3	1.6*	0.4
RACE:									
WHITE	13553	2106182	9.69	4.7	11.33	4.6	4.7	1.6*	0.4
BLACK	2236	327785	5.58	4.6	7.36	4.8	4.7	1.8*	0.4
ASIAN-AMERICAN	231	26626	10.33	4.7	12.03	4.5	4.6	1.7*	0.4
AMERICAN INDIAN	160	22631	6.41	4.6	8.08	5.1	4.9	1.7	0.3
MEXICAN-AMERICAN	1257	99614	6.08	4.8	7.86	4.9	4.8	1.8*	0.4
PUERTO RICAN	190	22190	5.08	4.3	8.10	4.7	4.5	3.0*	0.7
OTHER HISPANIC	612	60043	6.63	4.8	8.66	5.0	4.9	2.0*	0.4
SCHOOL TYPE:									
PUBLIC	15634	2397600	8.71	5.0	10.39	4.9	5.0	1.7*	0.3
PRIVATE	556	77146	10.57	4.7	12.37	4.6	4.6	1.8*	0.4
CATHOLIC	2076	193235	10.89	4.3	12.63	3.9	4.1	1.7*	0.4
GEOGRAPHIC REGION:									
NORTHEAST	4009	599550	9.28	4.9	11.09	4.7	4.8	1.8*	0.4
NORTH CENTRAL	5597	812764	9.42	4.8	11.02	4.8	4.8	1.6*	0.3
SOUTH	5687	874533	7.98	5.1	9.61	5.1	5.1	1.6*	0.3
WEST	2973	381133	9.47	4.8	11.24	4.6	4.7	1.8*	0.4
CURRICULUM:									
GENERAL	5906	869435	7.73	4.7	9.44	4.8	4.8	1.7*	0.4
ACADEMIC	7753	1091960	11.21	4.3	12.87	3.9	4.1	1.7*	0.4
VOCATIONAL	4505	692132	6.89	4.8	8.58	5.0	4.9	1.7*	0.3
COMMUNITY TYPE:									
URBAN	3554	484342	8.21	5.0	9.95	5.0	5.0	1.7*	0.4
SUBURBAN	8977	1261399	9.42	4.8	11.11	4.7	4.8	1.7*	0.4
RURAL	5735	922239	8.62	5.0	10.26	5.0	5.0	1.6*	0.3

Table 6-15

IRT WRITING SCORE
(ON SCALE OF HSB SOPHOMORE TEST)

LONGITUDINAL COMPARISONS FOR THOSE WHO DROPPED OUT BY 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO DROPPED OUT		1982 DROPOUTS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	1474	473648	5.41	4.8	6.71	4.8	4.8	1.3*	0.3
SEX:									
MALE	723	249834	3.91	4.5	5.64	4.6	4.5	1.7*	0.4
FEMALE	751	223814	7.08	4.7	7.90	4.8	4.8	0.8*	0.2
SES:									
LOW	617	185460	5.06	4.4	6.17	4.5	4.5	1.1*	0.2
MIDDLE	594	194999	6.11	5.1	7.51	4.9	5.0	1.4*	0.3
HIGH	120	45653	6.65	5.4	8.66	5.0	5.2	2.0	0.4
RACE:									
WHITE	921	330946	6.13	4.9	7.56	4.7	4.8	1.4*	0.3
BLACK	239	76775	3.13	3.7	4.19	4.5	4.1	1.1	0.3
ASIAN-AMERICAN	10	2280	8.67	4.4	9.63	4.1	4.5	1.0	0.2
AMERICAN INDIAN	34	8422	4.82	5.1	5.12	4.9	5.1	0.3	0.1
MEXICAN-AMERICAN	170	32053	4.45	4.2	5.47	3.8	4.0	1.0	0.3
PUERTO RICAN	43	9548	3.07	3.7	4.14	3.2	3.5	1.1	0.3
OTHER HISPANIC	55	13118	4.52	5.0	5.62	5.6	5.4	1.1	0.2
SCHOOL TYPE:									
PUBLIC	1415	453259	5.34	4.8	6.59	4.8	4.8	1.2*	0.3
PRIVATE	15	10934	6.66	4.5	9.77	5.4	5.1	3.1	0.6
CATHOLIC	44	9455	7.11	3.8	9.02	4.5	4.2	1.9	0.5
GEOGRAPHIC REGION:									
NORTHEAST	252	82183	4.96	4.6	6.49	4.9	4.7	1.5*	0.3
NORTH CENTRAL	394	124764	5.73	4.9	6.81	4.6	4.7	1.1	0.2
SOUTH	558	186682	5.26	4.8	6.34	5.0	4.9	1.1*	0.2
WEST	270	80019	5.73	5.1	7.63	4.8	5.0	1.9*	0.4
CURRICULUM:									
GENERAL	797	264519	5.86	4.8	7.21	4.6	4.7	1.3*	0.3
ACADEMIC	173	56008	7.52	5.2	8.70	5.6	5.4	1.2	0.2
VOCATIONAL	444	133139	3.91	4.4	5.10	4.6	4.5	1.2*	0.3
COMMUNITY TYPE:									
URBAN	380	115368	4.97	5.0	6.25	5.0	5.0	1.3*	0.3
SUBURBAN	575	182312	5.72	4.8	7.27	4.9	4.9	1.5*	0.3
RURAL	519	175969	5.37	4.8	6.44	4.6	4.7	1.1*	0.2

difference between the 1980 and 1982 means divided by the 1980 standard deviation can be misleading when one wishes to compare relative gains across the various tests. Similarly, it can also be misleading when comparing two groups when the standard deviations are systematically different for the groups. Tests that have relatively large standard deviations are likely to be the ones that are most sensitive to variations between students with respect to the amount of their exposure to courses relevant to any given tested area.

In general, it would be expected that if two tests were of equal length and reliabilities, and one shows greater variability, then one could expect that test was more sensitive to variations in the educational treatments within that particular population. Similarly, when comparing two populations, one of which receives additional formal educational treatment (school stayers) and a second group which receives no additional formal schooling, one would expect the standard deviations of the gains to be systematically different for the two groups. Indeed, the standard deviations of the gains for the dropouts are consistently smaller than those for the stayers across all tested areas.

A reasonably dimensionless index of variation that can be used to compare tests of varying lengths with respect to their potential sensitivity to change as a consequence of differing "treatments" is the coefficient of variation (CV). The coefficient of variation can be expressed as a percentage based on the ratio of the standard deviation to the mean. The coefficients of variation for the tests are shown below for the within-school panel population for the sophomore and senior years.

Tests	Sophomores	Seniors
VOCABULARY	57.6%	49.2%
READING	67.0%	59.7%
MATHEMATICS	73.0%	70.0%
SCIENCE	48.5%	45.0%
WRITING	56.0%	46.2%

Inspection of the above CV's suggests that the science test may be the least sensitive with respect to the impact of differential exposure to course work. As indicated in the previous discussion, the science test demonstrated little in the way of differential gains. This flatness in gains was particularly notable across curricula. Conversely, it was found that mathematics gains varied considerably by curriculum choice. This result is of course consistent with the CV associated with the mathematics test. A comparatively large decrease in the CV going from the sophomore to the senior year suggests that the educational treatment may be targeting a particular segment of the population. For example, if one were to systematically target the lower achieving students, then the CV's would become smaller.

In summary, students who became dropouts gained only about one-fifth of the mathematics knowledge gained by students who remained in high school. In the other tested areas, dropouts gained approximately three-quarters as much as stayers.

C. CHANGES IN SCHOOL GRADES

Table 6-16 presents a comparison of grades from sophomores who remained in school with sophomores who dropped out. These self-reported grades reflect their high school grades through the spring of their sophomore year. The numeric coding for the grading scale is as follows:

Mostly A's = 8

half A's = 7

mostly B's = 6

half B's = 5

mostly C's = 4

half C's = 3

mostly D's = 2

mostly below D's = 1

Table 6-16 indicates that the typical sophomores who remain in school reported grade averages in the neighborhood of a B-. Sophomores who dropped out reported grades in the "mostly C" area. Clearly there is both a significant as well as a practical difference between school performances of those sophomores who stayed in school and those sophomores who dropped out. It is interesting to note that the average dropout does report passing the majority of his or her courses with C's. One, however, should keep in mind that there is a tendency for self-reported grades to be biased upwards (Fetters, et al., 1984).

When grades for dropouts and stayers are further classified by SES, it would appear that the higher the SES, the greater the differential between grades when comparing dropouts and stayers. This would suggest that high SES students are more likely to remain in school until their performance relative to their SES reference group becomes somewhat more disparate than for example the middle and lower SES groups. Conversely, the lower SES individual is more likely to drop out if his or her reported grades are only about one-half a grade level below the school stayers.

Table 6-16

WHICH OF THE FOLLOWING BEST DESCRIBES YOUR GRADES SO FAR IN HIGH SCHOOL?
(1=MOSTLY BELOW D; 8=MOSTLY A'S)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	24988	3281	5.32	1.6	22630	2780	5.54	1.5	2358	502	4.10	1.6	-1.44*	-0.93
SEX:														
MALE	12382	1655	5.08	1.6	11159	1387	5.31	1.6	1223	268	3.87	1.5	-1.44*	-0.92
FEMALE	12606	1626	5.57	1.6	11471	1393	5.77	1.5	1135	234	4.36	1.6	-1.41*	-0.94
SES:														
LOW	6076	780	4.82	1.6	5118	590	5.09	1.5	958	190	4.00	1.5	-1.09*	-0.71
MIDDLE	11756	1578	5.33	1.6	10834	1376	5.51	1.5	922	203	4.16	1.5	-1.35*	-0.90
HIGH	6122	784	5.93	1.6	5886	725	6.06	1.5	236	59	4.34	1.8	-1.72*	-1.17
RACE:														
WHITE	17805	2509	5.44	1.6	16417	2169	5.66	1.5	1388	340	4.07	1.6	-1.59*	-1.03
BLACK	3370	429	4.91	1.5	2960	348	5.06	1.4	410	80	4.27	1.4	-0.79*	-0.55
ASIAN-AMERICAN	325	34	6.16	1.5	308	32	6.23	1.5	17	2	5.23	1.3	-1.00	-0.67
AMERICAN INDIAN	255	33	4.74	1.7	199	24	5.05	1.6	56	9	3.93	1.7	-1.12*	-0.68
MEXICAN-AMERICAN	1901	144	4.74	1.6	1624	108	5.01	1.5	277	36	3.91	1.5	-1.10*	-0.74
PUERTO RICAN	330	36	4.70	1.5	260	25	4.92	1.5	70	11	4.22	1.4	-0.70	-0.46
OTHER HISPANIC	909	85	4.96	1.5	791	67	5.17	1.5	118	18	4.18	1.5	-0.99*	-0.67
SCHOOL TYPE:														
PUBLIC	21917	2988	5.27	1.6	19653	2508	5.50	1.6	2264	480	4.08	1.6	-1.43*	-0.92
PRIVATE	715	92	5.68	1.4	685	78	5.81	1.4	30	14	4.96	1.5	-0.85	-0.61
CATHOLIC	2356	202	5.85	1.5	2292	194	5.93	1.4	64	8	4.05	1.7	-1.87*	-1.31
GEOGRAPHIC REGION:														
NORTHEAST	5385	715	5.47	1.6	4998	633	5.66	1.5	387	83	4.00	1.6	-1.66*	-1.10
NORTH CENTRAL	7271	939	5.22	1.7	6695	819	5.43	1.6	576	120	3.83	1.6	-1.60*	-1.02
SOUTH	7948	1093	5.29	1.6	7001	889	5.52	1.6	947	204	4.31	1.6	-1.21*	-0.77
WEST	4384	534	5.35	1.6	3936	439	5.62	1.5	448	96	4.08	1.5	-1.55*	-1.03
CURRICULUM:														
GENERAL	10994	1478	5.02	1.6	9740	1208	5.24	1.5	1254	271	4.01	1.5	-1.23*	-0.82
ACADEMIC	8547	1050	6.12	1.4	8264	988	6.20	1.4	283	62	4.85	1.6	-1.35*	-0.97
VOCATIONAL	4956	689	4.83	1.5	4228	538	5.05	1.5	728	151	4.02	1.5	-1.03*	-0.70
COMMUNITY TYPE:														
URBAN	5358	667	5.10	1.7	4671	528	5.38	1.5	687	139	4.04	1.6	-1.33*	-0.86
SUBURBAN	12280	1561	5.38	1.6	11315	1354	5.57	1.5	965	207	4.09	1.5	-1.48*	-0.98
RURAL	7350	1053	5.37	1.7	6644	898	5.58	1.6	706	156	4.16	1.6	-1.42*	-0.90

NOTE: WEIGHTED N IS IN THOUSANDS

These results may reflect the fact that the low SES, low achieving individual may be much more susceptible to having financial pressures dictate their decisions to stay or not to stay in school compared to the high SES individual. A similar pattern and interpretation may hold for the Black-White contrast. The grades also show somewhat greater variability for the high SES student. This suggests that compared to other SES groups, a greater proportion of the high SES individuals may be dropping out for reasons independent of their level of school achievement.

As in the case of school stayers, female dropouts tend to have higher grades than their counterpart male dropouts. The grade disparities between female stayers and female dropouts is almost identical to the equivalent comparison for males. That is, in the case of males and females as well as most other subclassifications, the dropouts' mean grade is about one full standard deviation below that of the mean grade for school stayers. This suggests that the typical dropout can be placed at about the 16th percentile of the distribution of school stayers with respect to grades.

It should be kept in mind that test score means for stayers and dropouts tended to differ in the range of about only a half to three-fourths of a standard deviation. Thus, stayers and dropouts show somewhat greater differences with respect to their school performance as measured by grades than they do when tested basic skills are contrasted. Not unexpectedly, it would appear that school performance and persistence can only be partially explained by disparities in basic skills.

Table 6-17 presents the change in average self-reported grades as one goes from the sophomore to the senior year in school. Not unexpectedly, there is a slight increase in the average grades. This increase is relatively consistent across all demographic groupings.

D. CHANGES IN LIFE SKILL OUTCOMES

This section presents cross-sectional and longitudinal outcome variables having to do with the student's self-perception of his/her abilities, skills, and knowledge with respect to making everyday decisions in the areas of employment and schooling. Tables 6-18 to 6-22 present cross-sectional comparisons between school stayers and dropouts when they were members of the sophomore cohort. Tables 6-23 to 6-30 present longitudinal comparisons of changes in these skills from 1980 to 1982 separately for the in school people and for the dropouts. Certain longitudinal life skill questions were not appropriate for the dropouts, so there is not always parallel longitudinal tables for both stayers and dropouts.

Table 6-18 contrasts sophomore stayers and dropouts with respect to their self-reported ability to "apply for an office job in a big company." Overall, the dropouts perceived themselves as being more knowledgeable

Table 6-17

WHICH OF THE FOLLOWING BEST DESCRIBES YOUR GRADES SO FAR IN HIGH SCHOOL?
(1=MOSTLY BELOW D; 8=MOSTLY A'S)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	21715	2783482	5.55	1.5	5.69	1.4	1.5	0.1*	0.1
SEX:									
MALE	10634	1387346	5.32	1.6	5.43	1.4	1.5	0.1*	0.1
FEMALE	11081	1396135	5.78	1.5	5.95	1.4	1.4	0.2*	0.1
SES:									
LOW	4894	587822	5.11	1.5	5.32	1.4	1.5	0.2*	0.1
MIDDLE	10442	1385461	5.52	1.5	5.66	1.4	1.5	0.1*	0.1
HIGH	5644	724534	6.07	1.5	6.13	1.4	1.4	0.1	0.0
RACE:									
WHITE	15817	2177022	5.67	1.5	5.81	1.4	1.5	0.1*	0.1
BLACK	2815	348084	5.07	1.4	5.21	1.3	1.4	0.1*	0.1
ASIAN-AMERICAN	297	32369	6.20	1.5	6.07	1.5	1.5	0.1	-0.1
AMERICAN INDIAN	191	24325	5.10	1.6	5.28	1.5	1.6	0.2	0.1
MEXICAN-AMERICAN	1555	107257	5.04	1.5	5.13	1.4	1.4	0.1	0.1
PUERTO RICAN	244	24022	4.95	1.5	4.98	1.3	1.4	0.0	0.0
OTHER HISPANIC	762	66924	5.18	1.5	5.32	1.4	1.4	0.1	0.1
SCHOOL TYPE:									
PUBLIC	18815	2510236	5.52	1.5	5.65	1.5	1.5	0.1*	0.1
PRIVATE	665	78786	5.81	1.4	6.03	1.2	1.3	0.2	0.2
CATHOLIC	2235	194459	5.92	1.4	6.08	1.3	1.4	0.2*	0.1
GEOGRAPHIC REGION:									
NORTHEAST	4797	632665	5.67	1.5	5.83	1.4	1.4	0.2*	0.1
NORTH CENTRAL	6443	824803	5.44	1.6	5.59	1.5	1.5	0.2*	0.1
SOUTH	6742	893399	5.53	1.6	5.69	1.4	1.5	0.2*	0.1
WEST	3733	432615	5.64	1.5	5.68	1.4	1.5	0.0	0.0
CURRICULUM:									
GENERAL	7107	914495	5.07	1.5	5.20	1.4	1.4	0.1*	0.1
ACADEMIC	8928	1111935	6.28	1.4	6.34	1.3	1.3	0.1	0.0
VOCATIONAL	5559	742254	5.06	1.4	5.33	1.3	1.4	0.3*	0.2
COMMUNITY TYPE:									
URBAN	4455	525373	5.39	1.5	5.48	1.5	1.5	0.1	0.1
SUBURBAN	10818	1351043	5.59	1.5	5.69	1.4	1.5	0.1*	0.1
RURAL	6442	907066	5.60	1.6	5.81	1.5	1.5	0.2*	0.1

Table 6-18

DO YOU KNOW HOW TO APPLY FOR AN OFFICE JOB IN A BIG COMPANY?
(1=NO; 3=YES)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP				DROPOUTS MINUS STAYERS	EFFECT SIZE
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.		
TOTAL	24452	3210	2.17	0.7	22217	2732	2.15	0.7	2235	479	2.28	0.7	0.13*	0.19
SEX:														
MALE	11995	1603	2.25	0.7	10858	1351	2.23	0.7	1137	252	2.35	0.7	0.13*	0.18
FEMALE	12457	1607	2.09	0.7	11359	1380	2.08	0.7	1098	227	2.21	0.7	0.13*	0.19
SES:														
LOW	5936	761	2.09	0.7	5009	577	2.06	0.7	927	184	2.18	0.7	0.12*	0.17
MIDDLE	11578	1558	2.18	0.7	10691	1360	2.16	0.7	887	198	2.32	0.7	0.16*	0.23
HIGH	6082	780	2.23	0.7	5845	721	2.21	0.7	237	60	2.56	0.6	0.36*	0.52
RACE:														
WHITE	17569	2478	2.15	0.7	16228	2145	2.13	0.7	1341	333	2.26	0.7	0.13*	0.19
BLACK	3194	404	2.29	0.7	2825	332	2.26	0.7	369	72	2.43	0.6	0.17*	0.25
ASIAN-AMERICAN	323	34	2.13	0.7	305	31	2.12	0.7	18	2	2.29	0.8	0.17	0.26
AMERICAN INDIAN	246	32	2.14	0.7	192	23	2.15	0.7	54	9	2.10	0.8	0.06	-0.08
MEXICAN-AMERICAN	1832	137	2.17	0.7	1570	104	2.15	0.7	262	33	2.23	0.7	0.08	0.11
PUERTO RICAN	320	34	2.15	0.7	256	24	2.11	0.7	64	10	2.23	0.7	0.12	0.17
OTHER HISPANIC	889	82	2.20	0.7	778	65	2.18	0.7	111	17	2.25	0.6	0.06	0.09
SCHOOL TYPE:														
PUBLIC	21410	2918	2.18	0.7	19263	2460	2.16	0.7	2147	458	2.29	0.7	0.13*	0.19
PRIVATE	711	91	2.16	0.7	682	77	2.14	0.7	29	13	2.22	0.8	0.07	0.10
CATHOLIC	2331	201	2.09	0.7	2272	194	2.09	0.7	59	7	2.23	0.7	0.14	0.20
GEOGRAPHIC REGION:														
NORTHEAST	5332	706	2.13	0.7	4951	626	2.11	0.7	381	80	2.31	0.7	0.21*	0.30
NORTH CENTRAL	7053	913	2.13	0.7	6525	800	2.12	0.7	528	113	2.22	0.7	0.10	0.15
SOUTH	7755	1063	2.19	0.7	6856	871	2.17	0.7	899	192	2.29	0.7	0.13*	0.19
WEST	4312	527	2.26	0.7	3885	434	2.24	0.7	427	93	2.31	0.7	0.07	0.10
CURRICULUM:														
GENERAL	10779	1449	2.15	0.7	9575	1188	2.13	0.7	1204	261	2.24	0.7	0.12*	0.17
ACADEMIC	8462	1042	2.19	0.7	8187	980	2.17	0.7	275	62	2.49	0.6	0.32*	0.46
VOCATIONAL	4745	659	2.20	0.7	4077	520	2.17	0.7	668	139	2.28	0.7	0.10	0.15
COMMUNITY TYPE:														
URBAN	5148	639	2.22	0.7	4514	510	2.19	0.7	634	129	2.32	0.7	0.13*	0.19
SUBURBAN	12073	1534	2.19	0.7	11158	1336	2.17	0.7	915	199	2.32	0.7	0.15*	0.22
RURAL	7231	1036	2.12	0.7	6545	885	2.10	0.7	686	151	2.21	0.7	0.11	0.15

NOTE: WEIGHTED N IS IN THOUSANDS

in this employment-seeking skill than were the school stayers. This self-perception in favor of the dropouts was consistent across all classification variables. This finding of a differential in favor of dropouts was more extreme for high SES and/or academic program dropouts. This increased confidence level reported by the high SES dropout probably arises from their having a greater likelihood of coming from an environment that is characterized by successful employment role models. It is interesting to note that females have somewhat less confidence than males with respect to applying for a job. Black dropouts report being more knowledgeable than White dropouts. This may reflect the availability of job training and counseling programs for minority youth.

Table 6-19 asks the sophomores if they know "how to choose a school program which will help them in college." Not surprisingly, the school stayers are more likely to report that they do know how to choose a school program which will help them in college.

Table 6-20 asks about their knowledge in the area of "applying to a college for admission." There is little difference between stayers and dropouts with respect to their self-perception of their knowledge in this area. Apparently, neither group at the sophomore level perceived themselves as very knowledgeable in this area.

Table 6-21 asks about whether they know how to find out about different kinds of jobs. As with the previous employment outcome, there is a slight knowledge advantage in favor of the dropouts. Also, consistent with the previous finding is that the greater knowledge differential is for high SES and academic program dropouts.

Table 6-22 asks the sophomore student if he or she knows how to arrange a bus, train or plane trip out of town. As with the previous nonacademic life outcomes, the dropouts report that they possess greater knowledge in this area. It would appear that at this stage in maturity, the dropouts are more likely to report having more knowledge in the employment-seeking areas.

Tables 6-23 and 6-24 present the longitudinal changes in the two groups' perceptions of their knowledge with respect to applying for an office job in a big company. While both groups gained, greater gains were found for those individuals who stayed in school as compared to those who dropped out. These greater gains for school stayers brought them up to about the same level of reported job application knowledge as the 1982 dropouts.

By 1982, females in both groups--stayers and dropouts--reported essentially the same level of job-seeking knowledge as their male counterparts.

Tables 6-25 and 6-26 present similar comparisons dealing with self-reported knowledge of how one finds out about different kinds of jobs. Once again, while both groups show gains, the school stayers show slightly greater gains than do the dropouts. The gains in both groups are relatively consistent across subclassifications.

Table 6-19

DO YOU KNOW HOW TO CHOOSE A SCHOOL PROGRAM WHICH WILL HELP YOU IN COLLEGE?
(1=NO; 3=YES)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	24346	3196	2.63	0.6	22132	2721	2.65	0.6	2214	475	2.50	0.7	-0.15*	-0.25
SEX:														
MALE	11928	1595	2.60	0.6	10801	1344	2.63	0.6	1127	251	2.47	0.7	-0.16*	-0.25
FEMALE	12418	1601	2.65	0.6	11331	1376	2.67	0.6	1087	224	2.52	0.7	-0.14*	-0.25
SES:														
LOW	5901	756	2.48	0.7	4986	574	2.50	0.7	915	182	2.40	0.7	-0.10	-0.15
MIDDLE	11531	1552	2.64	0.6	10645	1354	2.66	0.6	886	198	2.53	0.7	-0.13*	-0.22
HIGH	6071	779	2.76	0.5	5837	720	2.77	0.5	234	59	2.73	0.5	-0.04	-0.08
RACE:														
WHITE	17512	2469	2.64	0.6	16182	2138	2.66	0.6	1330	331	2.50	0.7	-0.16*	-0.27
BLACK	3166	401	2.65	0.6	2802	330	2.66	0.6	364	71	2.58	0.6	-0.09	-0.15
ASIAN-AMERICAN	321	34	2.65	0.6	303	31	2.65	0.6	18	2	2.63	0.6	-0.01	-0.03
AMERICAN INDIAN	245	32	2.48	0.7	191	23	2.50	0.7	54	9	2.43	0.8	-0.07	-0.10
MEXICAN-AMERICAN	1819	136	2.43	0.7	1563	103	2.46	0.7	256	33	2.32	0.7	-0.14	-0.21
PUERTO RICAN	320	34	2.58	0.6	256	24	2.62	0.6	64	10	2.47	0.6	-0.15	-0.24
OTHER HISPANIC	887	82	2.57	0.7	775	65	2.59	0.6	112	17	2.48	0.7	-0.11	-0.17
SCHOOL TYPE:														
PUBLIC	21304	2904	2.62	0.6	19179	2450	2.65	0.6	2125	454	2.50	0.7	-0.15*	-0.25
PRIVATE	711	91	2.66	0.6	682	78	2.69	0.5	29	13	2.50	0.7	-0.18	-0.33
CATHOLIC	2331	201	2.66	0.6	2271	194	2.66	0.6	60	8	2.45	0.6	-0.21	-0.37
GEOGRAPHIC REGION:														
NORTHEAST	5306	703	2.63	0.6	4931	624	2.65	0.6	375	78	2.44	0.7	-0.22*	-0.36
NORTH CENTRAL	7029	910	2.62	0.6	6508	798	2.64	0.6	521	112	2.49	0.7	-0.15*	-0.25
SOUTH	7711	1058	2.61	0.6	6817	865	2.63	0.6	894	192	2.48	0.7	-0.15*	-0.24
WEST	4300	526	2.67	0.6	3876	433	2.69	0.6	424	93	2.58	0.6	-0.11	-0.20
CURRICULUM:														
GENERAL	10740	1443	2.56	0.6	9544	1184	2.57	0.6	1196	259	2.50	0.7	-0.07	-0.12
ACADEMIC	8451	1041	2.79	0.5	8177	979	2.79	0.5	274	62	2.69	0.5	-0.11	-0.23
VOCATIONAL	4695	652	2.53	0.7	4036	515	2.56	0.7	659	137	2.43	0.7	-0.14*	-0.20
COMMUNITY TYPE:														
URBAN	5110	635	2.62	0.6	4485	508	2.64	0.6	625	127	2.53	0.7	-0.12	-0.20
SUBURBAN	12028	1527	2.66	0.6	11121	1330	2.68	0.6	907	197	2.53	0.7	-0.15*	-0.27
RURAL	7208	1033	2.58	0.6	6526	883	2.60	0.6	682	151	2.43	0.7	-0.17*	-0.27

NOTE: WEIGHTED N IS IN THOUSANDS

Table 6-20

DO YOU KNOW HOW TO APPLY TO A COLLEGE FOR ADMISSION?
(1=NO; 3=YES)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	24257	3185	1.92	0.7	22063	2714	1.92	0.7	2194	471	1.94	0.7	0.02	0.03
SEX:														
MALE	11887	1589	1.96	0.7	10770	1341	1.96	0.7	1117	249	1.97	0.7	0.01	0.01
FEMALE	12370	1595	1.89	0.7	11293	1373	1.88	0.7	1077	223	1.92	0.7	0.04	0.05
SES:														
LOW	5867	753	1.80	0.7	4958	572	1.80	0.7	909	181	1.81	0.7	0.01	0.02
MIDDLE	11495	1546	1.92	0.7	10620	1351	1.91	0.7	875	196	2.00	0.7	0.09	0.12
HIGH	6060	778	2.05	0.7	5825	719	2.04	0.7	235	59	2.21	0.7	0.17	0.25
RACE:														
WHITE	17468	2463	1.90	0.7	16141	2134	1.90	0.7	1327	330	1.91	0.7	0.01	0.02
BLACK	3141	397	2.06	0.7	2786	328	2.05	0.7	355	69	2.13	0.7	0.08	0.11
ASIAN-AMERICAN	320	34	2.06	0.7	303	31	2.05	0.7	17	2	2.20	0.8	0.15	0.22
AMERICAN INDIAN	243	32	1.95	0.7	192	23	1.98	0.7	51	8	1.86	0.7	-0.12	-0.16
MEXICAN-AMERICAN	1804	134	1.85	0.7	1550	102	1.86	0.7	254	32	1.84	0.7	-0.02	-0.03
PUERTO RICAN	319	34	2.02	0.7	255	24	2.03	0.7	64	10	1.99	0.6	-0.05	-0.07
OTHER HISPANIC	887	82	1.96	0.7	776	65	1.96	0.7	111	17	1.96	0.7	-0.00	-0.01
SCHOOL TYPE:														
PUBLIC	21220	2893	1.92	0.7	19114	2443	1.91	0.7	2106	450	1.94	0.7	0.03	0.04
PRIVATE	713	91	2.09	0.7	684	77	2.08	0.7	29	13	2.12	0.5	0.03	0.05
CATHOLIC	2324	201	1.99	0.7	2265	193	1.98	0.7	59	8	2.02	0.7	0.03	0.05
GEOGRAPHIC REGION:														
NORTHEAST	5300	702	1.96	0.7	4924	624	1.95	0.7	376	79	1.99	0.7	0.03	0.05
NORTH CENTRAL	7006	906	1.85	0.7	6488	796	1.85	0.7	518	111	1.88	0.7	0.03	0.04
SOUTH	7682	1054	1.94	0.7	6796	863	1.94	0.7	886	191	1.95	0.7	0.01	0.01
WEST	4269	522	1.97	0.7	3855	431	1.97	0.7	414	91	1.98	0.7	0.01	0.01
CURRICULUM:														
GENERAL	10695	1437	1.86	0.7	9508	1180	1.85	0.7	1187	257	1.90	0.7	0.05	0.08
ACADEMIC	8440	1040	2.03	0.7	8166	978	2.02	0.7	274	62	2.14	0.7	0.12	0.17
VOCATIONAL	4672	650	1.90	0.7	4021	514	1.88	0.7	651	136	1.95	0.7	0.07	0.09
COMMUNITY TYPE:														
URBAN	5088	633	1.98	0.7	4468	506	1.97	0.7	620	127	2.00	0.7	0.03	0.04
SUBURBAN	11981	1522	1.94	0.7	11083	1326	1.93	0.7	898	196	1.96	0.7	0.03	0.04
RURAL	7188	1029	1.87	0.7	6512	881	1.87	0.7	676	148	1.87	0.7	-0.00	-0.01

NOTE: WEIGHTED N IS IN THOUSANDS

Table 6-21

DO YOU KNOW HOW TO FIND OUT ABOUT DIFFERENT KINDS OF JOBS?
(1=NO; 3=YES)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	24308	3193	2.64	0.6	22093	2717	2.63	0.6	2215	476	2.70	0.6	0.07*	0.12
SEX:														
MALE	11899	1592	2.68	0.6	10776	1342	2.67	0.6	1123	250	2.70	0.6	0.03	0.05
FEMALE	12409	1601	2.60	0.6	11317	1375	2.58	0.6	1092	225	2.69	0.6	0.11*	0.18
SES:														
LOW	5896	756	2.60	0.6	4979	574	2.59	0.6	917	182	2.66	0.6	0.08	0.13
MIDDLE	11520	1551	2.64	0.6	10637	1354	2.63	0.6	883	198	2.70	0.6	0.07	0.11
HIGH	6054	777	2.67	0.6	5819	718	2.66	0.6	235	59	2.81	0.5	0.15*	0.27
RACE:														
WHITE	17501	2469	2.63	0.6	16167	2137	2.62	0.6	1334	332	2.70	0.6	0.08*	0.13
BLACK	3147	398	2.72	0.5	2785	327	2.71	0.5	362	70	2.76	0.5	0.06	0.11
ASIAN-AMERICAN	320	34	2.47	0.6	302	31	2.47	0.6	18	2	2.54	0.6	0.08	0.12
AMERICAN INDIAN	240	32	2.56	0.6	190	23	2.56	0.6	50	8	2.57	0.6	0.01	0.02
MEXICAN-AMERICAN	1820	136	2.56	0.6	1561	103	2.55	0.6	259	33	2.60	0.6	0.05	0.08
PUERTO RICAN	321	34	2.58	0.6	256	24	2.58	0.6	65	10	2.58	0.7	0.00	0.01
OTHER HISPANIC	881	82	2.66	0.6	770	64	2.63	0.6	111	17	2.75	0.5	0.12	0.20
SCHOOL TYPE:														
PUBLIC	21279	2902	2.64	0.6	19153	2448	2.63	0.6	2126	454	2.70	0.6	0.07*	0.12
PRIVATE	711	90	2.67	0.6	682	77	2.66	0.6	29	13	2.70	0.5	0.04	0.07
CATHOLIC	2318	201	2.61	0.6	2258	193	2.61	0.6	60	8	2.51	0.8	-0.10	-0.16
GEOGRAPHIC REGION:														
NORTHEAST	5312	704	2.64	0.6	4932	624	2.63	0.6	380	80	2.71	0.6	0.09	0.14
NORTH CENTRAL	7017	909	2.62	0.6	6496	797	2.61	0.6	521	112	2.71	0.5	0.11	0.17
SOUTH	7694	1056	2.65	0.6	6803	864	2.64	0.6	891	192	2.68	0.6	0.04	0.06
WEST	4285	524	2.65	0.6	3862	432	2.63	0.6	423	93	2.71	0.5	0.07	0.13
CURRICULUM:														
GENERAL	10720	1443	2.62	0.6	9521	1183	2.61	0.6	1199	261	2.70	0.6	0.09*	0.15
ACADEMIC	8438	1040	2.65	0.6	8165	978	2.64	0.6	273	62	2.80	0.5	0.16*	0.28
VOCATIONAL	4694	651	2.66	0.6	4036	515	2.65	0.6	658	136	2.66	0.6	0.01	0.02
COMMUNITY TYPE:														
URBAN	5099	634	2.64	0.6	4469	506	2.63	0.6	630	128	2.71	0.6	0.08	0.13
SUBURBAN	12011	1527	2.64	0.6	11106	1330	2.63	0.6	905	197	2.69	0.6	0.06	0.10
RURAL	7198	1032	2.63	0.6	6518	881	2.62	0.6	680	150	2.70	0.6	0.08	0.14

NOTE: WEIGHTED N IS IN THOUSANDS

Table 6-22

DO YOU KNOW HOW TO ARRANGE A BUS, TRAIN OR PLANE TRIP TO GO OUT OF TOWN?
(1=NO; 3=YES)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	24400	3204	2.53	0.7	22179	2727	2.51	0.7	2221	476	2.61	0.6	0.09*	0.13
SEX:														
MALE	11948	1597	2.57	0.7	10822	1347	2.56	0.7	1126	250	2.62	0.6	0.06	0.09
FEMALE	12452	1606	2.49	0.7	11357	1380	2.47	0.7	1095	226	2.59	0.7	0.12*	0.18
SES:														
LOW	5916	758	2.41	0.7	4998	576	2.38	0.7	918	183	2.52	0.7	0.15*	0.20
MIDDLE	11556	1555	2.53	0.7	10672	1358	2.51	0.7	884	198	2.62	0.6	0.11*	0.16
HIGH	6081	780	2.65	0.6	5845	721	2.64	0.6	236	59	2.83	0.4	0.20*	0.33
RACE:														
WHITE	17552	2475	2.53	0.7	16218	2144	2.51	0.7	1334	332	2.61	0.7	0.10*	0.14
BLACK	3168	401	2.57	0.7	2803	330	2.56	0.7	365	71	2.63	0.6	0.07	0.10
ASIAN-AMERICAN	321	34	2.44	0.7	303	31	2.43	0.7	18	2	2.46	0.7	0.03	0.04
AMERICAN INDIAN	242	31	2.39	0.8	191	23	2.37	0.8	51	8	2.45	0.8	0.08	0.10
MEXICAN-AMERICAN	1828	137	2.50	0.7	1568	104	2.48	0.7	260	33	2.55	0.7	0.07	0.10
PUERTO RICAN	322	35	2.51	0.7	257	24	2.48	0.7	65	10	2.61	0.6	0.13	0.19
OTHER HISPANIC	888	82	2.52	0.7	776	65	2.49	0.7	112	17	2.61	0.6	0.12	0.18
SCHOOL TYPE:														
PUBLIC	21355	2911	2.52	0.7	19223	2456	2.51	0.7	2132	455	2.60	0.7	0.09*	0.13
PRIVATE	716	91	2.69	0.6	687	78	2.66	0.6	29	13	2.81	0.4	0.15	0.26
CATHOLIC	2329	201	2.54	0.7	2269	193	2.54	0.7	60	8	2.66	0.5	0.13	0.19
GEOGRAPHIC REGION:														
NORTHEAST	5327	706	2.54	0.7	4948	626	2.53	0.7	379	80	2.66	0.6	0.14*	0.21
NORTH CENTRAL	7043	912	2.47	0.7	6519	800	2.46	0.7	524	112	2.59	0.6	0.14*	0.20
SOUTH	7728	1060	2.51	0.7	6834	868	2.50	0.7	894	192	2.54	0.7	0.04	0.06
WEST	4302	526	2.65	0.6	3878	434	2.64	0.6	424	93	2.71	0.6	0.07	0.11
CURRICULUM:														
GENERAL	10759	1447	2.52	0.7	9559	1186	2.50	0.7	1200	261	2.62	0.6	0.13*	0.18
ACADEMIC	8462	1042	2.58	0.6	8188	980	2.57	0.7	274	62	2.72	0.6	0.15*	0.23
VOCATIONAL	4717	655	2.48	0.7	4057	518	2.47	0.7	660	137	2.53	0.7	0.06	0.09
COMMUNITY TYPE:														
URBAN	5126	637	2.59	0.6	4495	509	2.56	0.7	631	128	2.69	0.6	0.12*	0.19
SUBURBAN	12054	1531	2.56	0.7	11147	1334	2.55	0.7	907	197	2.62	0.6	0.07	0.11
RURAL	7220	1035	2.44	0.7	6537	884	2.43	0.7	683	151	2.51	0.7	0.08	0.11

NOTE: WEIGHTED N IS IN THOUSANDS

Table 6-23

DO YOU KNOW HOW TO APPLY FOR AN OFFICE JOB IN A BIG COMPANY?
(1=NO; 3=YES)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	20642	2647411	2.15	0.7	2.47	0.6	0.7	0.3*	0.5
SEX:									
MALE	9943	1298598	2.22	0.7	2.46	0.6	0.7	0.2*	0.4
FEMALE	10699	1348814	2.07	0.7	2.48	0.6	0.6	0.4*	0.6
SES:									
LOW	4568	548373	2.05	0.7	2.41	0.6	0.7	0.4*	0.5
MIDDLE	10021	1330693	2.16	0.7	2.48	0.6	0.7	0.3*	0.5
HIGH	5476	701853	2.20	0.7	2.49	0.6	0.7	0.3*	0.5
RACE:									
WHITE	15260	2099421	2.13	0.7	2.47	0.6	0.7	0.3*	0.5
BLACK	2546	312777	2.25	0.7	2.51	0.6	0.6	0.3*	0.4
ASIAN-AMERICAN	276	29595	2.11	0.7	2.39	0.6	0.7	0.3*	0.4
AMERICAN INDIAN	166	21263	2.17	0.8	2.29	0.7	0.7	0.1	0.2
MEXICAN-AMERICAN	1400	94842	2.15	0.7	2.42	0.6	0.7	0.3*	0.4
PUERTO RICAN	234	22971	2.10	0.7	2.41	0.6	0.6	0.3*	0.5
OTHER HISPANIC	730	63406	2.19	0.7	2.50	0.6	0.7	0.3*	0.5
SCHOOL TYPE:									
PUBLIC	17813	2379287	2.15	0.7	2.47	0.6	0.7	0.3*	0.5
PRIVATE	653	77077	2.13	0.7	2.46	0.6	0.7	0.3*	0.5
CATHOLIC	2176	191047	2.08	0.7	2.45	0.6	0.7	0.4*	0.5
GEOGRAPHIC REGION:									
NORTHEAST	4681	616063	2.10	0.7	2.45	0.6	0.7	0.3*	0.5
NORTH CENTRAL	6136	788296	2.12	0.7	2.45	0.6	0.7	0.3*	0.5
SOUTH	6336	837339	2.16	0.7	2.48	0.6	0.7	0.3*	0.5
WEST	3489	405713	2.25	0.7	2.51	0.6	0.7	0.3*	0.4
CURRICULUM:									
GENERAL	6710	865977	2.12	0.7	2.42	0.6	0.7	0.3*	0.5
ACADEMIC	8673	1079665	2.16	0.7	2.47	0.6	0.6	0.3*	0.5
VOCATIONAL	5145	687824	2.17	0.7	2.52	0.6	0.7	0.4*	0.5
COMMUNITY TYPE:									
URBAN	4101	483809	2.19	0.7	2.50	0.6	0.7	0.3*	0.5
SUBURBAN	10330	1286552	2.16	0.7	2.48	0.6	0.7	0.3*	0.5
RURAL	6211	877050	2.10	0.7	2.44	0.6	0.7	0.3*	0.5

Table 6-24

DO YOU KNOW HOW TO APPLY FOR AN OFFICE JOB IN A BIG COMPANY?
(1=NO; 3=YES)

LONGITUDINAL COMPARISONS FOR THOSE WHO DROPPED OUT BY 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO DROPPED OUT		1982 DROPOUTS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	1855	447565	2.28	0.7	2.45	0.7	0.7	0.2*	0.3
SEX:									
MALE	932	234502	2.36	0.7	2.48	0.7	0.7	0.1*	0.2
FEMALE	923	213063	2.19	0.7	2.42	0.7	0.7	0.2*	0.3
SES:									
LOW	784	176159	2.18	0.7	2.35	0.7	0.7	0.2*	0.2
MIDDLE	749	186852	2.32	0.7	2.50	0.7	0.7	0.2*	0.3
HIGH	182	52883	2.58	0.6	2.66	0.5	0.6	0.1	0.2
RACE:									
WHITE	1129	316873	2.25	0.7	2.45	0.7	0.7	0.2*	0.3
BLACK	304	66231	2.43	0.6	2.51	0.7	0.6	0.1	0.1
ASIAN-AMERICAN	12	1959	2.56	0.6	2.60	0.6	0.6	0.0	0.1
AMERICAN INDIAN	38	7076	2.03	0.8	2.17	0.8	0.8	0.1	0.2
MEXICAN-AMERICAN	219	30224	2.27	0.7	2.40	0.7	0.7	0.1	0.2
PUERTO RICAN	57	9027	2.22	0.7	2.40	0.7	0.7	0.2	0.3
OTHER HISPANIC	94	15796	2.26	0.6	2.44	0.7	0.7	0.2	0.3
SCHOOL TYPE:									
PUBLIC	1781	427088	2.28	0.7	2.46	0.7	0.7	0.2*	0.3
PRIVATE	26	13884	2.23	0.7	2.53	0.7	0.7	0.3	0.4
CATHOLIC	48	6593	2.24	0.7	2.17	0.7	0.7	-0.1	-0.1
GEOGRAPHIC REGION:									
NORTHEAST	332	79181	2.33	0.7	2.48	0.7	0.7	0.1	0.2
NORTH CENTRAL	452	107547	2.22	0.7	2.36	0.7	0.7	0.1	0.2
SOUTH	730	174537	2.29	0.7	2.49	0.7	0.7	0.2*	0.3
WEST	341	86300	2.30	0.7	2.48	0.7	0.7	0.2*	0.3
CURRICULUM:									
GENERAL	1011	245348	2.23	0.7	2.44	0.6	0.7	0.2*	0.3
ACADEMIC	216	56743	2.51	0.6	2.64	0.6	0.6	0.1	0.2
VOCATIONAL	552	128513	2.27	0.7	2.42	0.7	0.7	0.2*	0.2
COMMUNITY TYPE:									
URBAN	504	114638	2.31	0.7	2.51	0.7	0.7	0.2*	0.3
SUBURBAN	751	180635	2.32	0.7	2.47	0.7	0.7	0.2*	0.2
RURAL	600	152292	2.21	0.7	2.40	0.7	0.7	0.2*	0.3

Table 6-25

DO YOU KNOW HOW TO FIND OUT ABOUT DIFFERENT KINDS OF JOBS?
(1=NO; 3=YES)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	20473	2628537	2.62	0.6	2.76	0.5	0.5	0.1*	0.2
SEX:									
MALE	9832	1286480	2.67	0.6	2.77	0.5	0.5	0.1*	0.2
FEMALE	10641	1342057	2.58	0.6	2.75	0.5	0.6	0.2*	0.3
SES:									
LOW	4517	542875	2.58	0.6	2.74	0.5	0.6	0.2*	0.3
MIDDLE	9940	1320945	2.63	0.6	2.76	0.5	0.5	0.1*	0.2
HIGH	5449	699211	2.65	0.6	2.78	0.5	0.5	0.1*	0.2
RACE:									
WHITE	15173	2088137	2.62	0.6	2.76	0.5	0.5	0.1*	0.3
BLACK	2497	307569	2.70	0.6	2.81	0.4	0.5	0.1*	0.2
ASIAN-AMERICAN	272	29377	2.47	0.6	2.62	0.6	0.6	0.1	0.2
AMERICAN INDIAN	162	21143	2.59	0.6	2.60	0.7	0.6	0.0	0.0
MEXICAN-AMERICAN	1388	93861	2.54	0.6	2.69	0.5	0.6	0.2*	0.3
PUERTO RICAN	232	22936	2.56	0.7	2.66	0.5	0.6	0.1	0.2
OTHER HISPANIC	721	62500	2.62	0.6	2.77	0.5	0.5	0.2*	0.3
SCHOOL TYPE:									
PUBLIC	17664	2362255	2.62	0.6	2.76	0.5	0.5	0.1*	0.3
PRIVATE	652	76373	2.65	0.6	2.73	0.5	0.6	0.1	0.1
CATHOLIC	2157	189910	2.61	0.6	2.75	0.5	0.5	0.1*	0.3
GEOGRAPHIC REGION:									
NORTHEAST	4647	612470	2.62	0.6	2.76	0.5	0.5	0.1*	0.3
NORTH CENTRAL	6094	783364	2.61	0.6	2.76	0.5	0.6	0.1*	0.3
SOUTH	6266	829359	2.64	0.6	2.76	0.5	0.5	0.1*	0.2
WEST	3466	403345	2.63	0.6	2.76	0.5	0.5	0.1*	0.2
CURRICULUM:									
GENERAL	6659	860202	2.61	0.6	2.75	0.5	0.6	0.1*	0.2
ACADEMIC	8624	1074280	2.62	0.6	2.77	0.5	0.5	0.1*	0.3
VOCATIONAL	5081	680533	2.64	0.6	2.77	0.5	0.5	0.1*	0.2
COMMUNITY TYPE:									
URBAN	4039	478610	2.63	0.6	2.75	0.5	0.5	0.1*	0.2
SUBURBAN	10271	1280099	2.63	0.6	2.76	0.5	0.5	0.1*	0.2
RURAL	6163	869829	2.62	0.6	2.76	0.5	0.6	0.1*	0.3

Table 6-26

DO YOU KNOW HOW TO FIND OUT ABOUT DIFFERENT KINDS OF JOBS?
(1=NO; 3=YES)

LONGITUDINAL COMPARISONS FOR THOSE WHO DROPPED OUT BY 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO DROPPED OUT		1982 DROPOUTS		POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
			MEAN	S.D.	MEAN	S.D.			
TOTAL	1832	443122	2.71	0.6	2.79	0.5	0.5	0.1*	0.1
SEX:									
MALE	916	231841	2.72	0.5	2.83	0.5	0.5	0.1*	0.2
FEMALE	916	211281	2.70	0.6	2.74	0.5	0.5	0.0	0.1
SES:									
LOW	771	174154	2.67	0.6	2.73	0.5	0.6	0.1	0.1
MIDDLE	746	185967	2.72	0.6	2.81	0.4	0.5	0.1*	0.2
HIGH	180	52318	2.82	0.4	2.85	0.4	0.4	0.0	0.1
RACE:									
WHITE	1124	315472	2.72	0.6	2.80	0.5	0.5	0.1*	0.2
BLACK	291	63415	2.76	0.5	2.76	0.5	0.5	-0.0	-0.0
ASIAN-AMERICAN	12	1959	2.54	0.6	2.81	0.5	0.6	0.3	0.5
AMERICAN INDIAN	35	6480	2.54	0.6	2.97	0.2	0.4	0.4*	1.0
MEXICAN-AMERICAN	217	30454	2.65	0.6	2.76	0.5	0.5	0.1	0.2
PUERTO RICAN	58	9170	2.64	0.6	2.71	0.6	0.6	0.1	0.1
OTHER HISPANIC	93	15792	2.73	0.6	2.73	0.6	0.6	-0.0	-0.0
SCHOOL TYPE:									
PUBLIC	1758	422198	2.72	0.5	2.80	0.5	0.5	0.1*	0.2
PRIVATE	25	13577	2.75	0.4	2.55	0.7	0.6	-0.2	-0.3
CATHOLIC	49	7346	2.51	0.8	2.58	0.7	0.7	0.1	0.1
GEOGRAPHIC REGION:									
NORTHEAST	332	79830	2.74	0.5	2.82	0.4	0.5	0.1	0.2
NORTH CENTRAL	445	105614	2.73	0.5	2.75	0.5	0.5	0.0	0.1
SOUTH	721	172695	2.69	0.6	2.79	0.5	0.5	0.1*	0.2
WEST	334	84983	2.72	0.5	2.79	0.5	0.5	0.1	0.1
CURRICULUM:									
GENERAL	1002	244406	2.73	0.5	2.79	0.5	0.5	0.1	0.1
ACADEMIC	215	56527	2.81	0.4	2.85	0.4	0.4	0.0	0.1
VOCATIONAL	543	125629	2.67	0.6	2.76	0.5	0.6	0.1	0.2
COMMUNITY TYPE:									
URBAN	500	113854	2.72	0.5	2.75	0.5	0.5	0.0	0.1
SUBURBAN	740	178113	2.71	0.5	2.82	0.4	0.5	0.1*	0.2
RURAL	592	151155	2.71	0.6	2.77	0.5	0.5	0.1	0.1

Tables 6-27 and 6-28 present self-reported data on whether they know how to arrange a bus, train, or plane trip to go out of town. As in all previous cases, both groups gained but the stayers showed the biggest gains.

Tables 6-29 and 6-30 apply only to the school stayers. Question 6-29 asks about whether they know how to choose a school program that will help them in college, while question 6-30 asks if they know how to apply to a college for admission. There were slight gains on both questions when going from the sophomore to the senior year. The gains, although slight, were relatively pervasive "touching" almost all demographic groups.

In general, the biggest gains in life skills for both school stayers and dropouts tended to be in the employment knowledge areas. While both groups gained, the in-school individuals showed greater gains. It is also interesting to note that the biggest differential gain in favor of the school stayers was in a "how to" employment question. This is, "do you know how to apply for an office job in a big company?" A question dealing primarily with job information sources--Do you know how to find out about different kinds of jobs?--showed smaller and less differential gains between the two groups.

While the dropouts tended to report higher levels of knowledge in both the employment questions and the travel question at the sophomore level, the greater gains exhibited by school stayers allowed them to catch up with the dropouts by their senior year.

E. SUMMARY

There were test score gains between 1980 and 1982 for both the students who remained in school and those who became dropouts. The gains for dropouts were less than for the students who stayed in school. Students who became dropouts gained only about one-fifth of the mathematics knowledge attained by students who remained in high school. In other subject areas, dropouts gained approximately three-quarters as much as stayers. Among the students who stayed in school, test score gains were greatest in most cases for those in the academic curriculum. The typical sophomore who remained in school reported grades in the B- range, while sophomores who later became dropouts reported grades in the "mostly C" area. School stayers show a slight increase in self-reported grades between their sophomore and senior years. The biggest gains in life skills for both dropouts and stayers were in the employment knowledge areas.

Table 6-27

DO YOU KNOW HOW TO ARRANGE A BUS, TRAIN OR PLANE TRIP TO GO OUT OF TOWN?
(1=NO; 3=YES)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	20570	2639869	2.51	0.7	2.68	0.6	0.6	0.2*	0.3
SEX:									
MALE	9881	1292097	2.56	0.7	2.71	0.5	0.6	0.2*	0.3
FEMALE	10689	1347771	2.47	0.7	2.65	0.6	0.6	0.2*	0.3
SES:									
LOW	4541	545846	2.38	0.7	2.58	0.6	0.7	0.2*	0.3
MIDDLE	9982	1326211	2.51	0.7	2.67	0.6	0.6	0.2*	0.3
HIGH	5474	701803	2.63	0.6	2.79	0.5	0.5	0.2*	0.3
RACE:									
WHITE	15235	2096522	2.51	0.7	2.68	0.6	0.6	0.2*	0.3
BLACK	2515	309408	2.56	0.7	2.70	0.6	0.6	0.1*	0.2
ASIAN-AMERICAN	274	29503	2.43	0.7	2.60	0.6	0.7	0.2	0.3
AMERICAN INDIAN	162	20900	2.42	0.7	2.54	0.7	0.7	0.1	0.2
MEXICAN-AMERICAN	1394	94449	2.48	0.7	2.62	0.6	0.7	0.1*	0.2
PUERTO RICAN	233	22977	2.45	0.7	2.52	0.7	0.7	0.1	0.1
OTHER HISPANIC	727	62974	2.49	0.7	2.69	0.6	0.6	0.2*	0.3
SCHOOL TYPE:									
PUBLIC	17744	2371795	2.50	0.7	2.67	0.6	0.6	0.2*	0.3
PRIVATE	658	77502	2.66	0.6	2.83	0.4	0.5	0.2*	0.3
CATHOLIC	2168	190571	2.54	0.7	2.72	0.5	0.6	0.2*	0.3
GEOGRAPHIC REGION:									
NORTHEAST	4670	615218	2.52	0.7	2.69	0.6	0.6	0.2*	0.3
NORTH CENTRAL	6124	786696	2.45	0.7	2.66	0.6	0.6	0.2*	0.3
SOUTH	6295	832802	2.50	0.7	2.65	0.6	0.6	0.2*	0.2
WEST	3481	405153	2.64	0.6	2.77	0.5	0.6	0.1*	0.2
CURRICULUM:									
GENERAL	6693	864451	2.48	0.7	2.66	0.6	0.6	0.2*	0.3
ACADEMIC	8654	1077546	2.57	0.7	2.73	0.5	0.6	0.2*	0.3
VOCATIONAL	5113	684295	2.47	0.7	2.63	0.6	0.7	0.2*	0.2
COMMUNITY TYPE:									
URBAN	4069	481767	2.56	0.7	2.71	0.6	0.6	0.1*	0.2
SUBURBAN	10312	1284216	2.55	0.7	2.71	0.5	0.6	0.2*	0.3
RURAL	6189	873886	2.43	0.7	2.62	0.6	0.7	0.2*	0.3

Table 6-28

DO YOU KNOW HOW TO ARRANGE A BUS, TRAIN OR PLANE TRIP TO GO OUT OF TOWN?
(1=NO; 3=YES)

LONGITUDINAL COMPARISONS FOR THOSE WHO DROPPED OUT BY 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO DROPPED OUT		1982 DROPOUTS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	1835	443539	2.62	0.6	2.69	0.6	0.6	0.1*	0.1
SEX:									
MALE	915	231096	2.62	0.6	2.71	0.6	0.6	0.1	0.1
FEMALE	920	212444	2.61	0.6	2.66	0.6	0.6	0.1	0.1
SES:									
LOW	773	174208	2.53	0.7	2.60	0.7	0.7	0.1	0.1
MIDDLE	743	185703	2.64	0.6	2.74	0.6	0.6	0.1*	0.2
HIGH	181	52546	2.86	0.4	2.87	0.4	0.4	0.0	0.0
RACE:									
WHITE	1124	315895	2.62	0.7	2.70	0.6	0.6	0.1	0.1
BLACK	294	63894	2.63	0.6	2.63	0.7	0.6	0.0	0.0
ASIAN-AMERICAN	12	1959	2.52	0.7	2.89	0.3	0.6	0.4	0.7
AMERICAN INDIAN	35	6325	2.50	0.7	2.57	0.7	0.7	0.1	0.1
MEXICAN-AMERICAN	216	29992	2.58	0.6	2.72	0.6	0.6	0.1	0.2
PUERTO RICAN	58	9170	2.60	0.6	2.55	0.7	0.7	-0.0	-0.1
OTHER HISPANIC	94	15925	2.66	0.6	2.71	0.6	0.6	0.0	0.1
SCHOOL TYPE:									
PUBLIC	1762	422851	2.61	0.7	2.69	0.6	0.6	0.1*	0.1
PRIVATE	25	13577	2.84	0.4	2.67	0.6	0.5	-0.2	-0.3
CATHOLIC	48	7111	2.69	0.5	2.95	0.2	0.4	0.3*	0.7
GEOGRAPHIC REGION:									
NORTHEAST	330	79350	2.66	0.6	2.68	0.6	0.6	0.0	0.0
NORTH CENTRAL	447	105896	2.63	0.6	2.70	0.6	0.6	0.1	0.1
SOUTH	723	173123	2.54	0.7	2.64	0.7	0.7	0.1	0.1
WEST	335	85170	2.71	0.6	2.78	0.5	0.6	0.1	0.1
CURRICULUM:									
GENERAL	1004	244070	2.63	0.6	2.72	0.6	0.6	0.1	0.1
ACADEMIC	214	56245	2.73	0.5	2.82	0.4	0.5	0.1	0.2
VOCATIONAL	543	126310	2.54	0.7	2.59	0.7	0.7	0.0	0.1
COMMUNITY TYPE:									
URBAN	498	113558	2.68	0.6	2.70	0.6	0.6	0.0	0.0
SUBURBAN	742	178103	2.66	0.6	2.69	0.6	0.6	0.0	0.0
RURAL	595	151878	2.52	0.7	2.68	0.6	0.7	0.2*	0.2

Table 6-29

DO YOU KNOW HOW TO CHOOSE A SCHOOL PROGRAM WHICH WILL HELP YOU IN COLLEGE?
(1=NO; 3=YES)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS		POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
			MEAN	S.D.	MEAN	S.D.			
TOTAL	20528	2633512	2.65	0.6	2.69	0.6	0.6	0.0*	0.1
SEX:									
MALE	9869	1289916	2.63	0.6	2.65	0.6	0.6	0.0	0.0
FEMALE	10659	1343596	2.67	0.6	2.74	0.5	0.5	0.1*	0.1
SES:									
LOW	4529	543654	2.50	0.7	2.59	0.6	0.7	0.1*	0.1
MIDDLE	9959	1322701	2.66	0.6	2.69	0.6	0.6	0.0*	0.0
HIGH	5469	701291	2.77	0.5	2.81	0.5	0.5	0.0*	0.1
RACE:									
WHITE	15201	2091163	2.66	0.6	2.70	0.6	0.6	0.0*	0.1
BLACK	2515	309016	2.67	0.6	2.74	0.5	0.5	0.1*	0.1
ASIAN-AMERICAN	274	29503	2.66	0.6	2.65	0.6	0.6	-0.0	-0.0
AMERICAN INDIAN	164	21075	2.49	0.7	2.45	0.7	0.7	-0.0	-0.1
MEXICAN-AMERICAN	1388	93619	2.46	0.7	2.51	0.6	0.7	0.0	0.1
PUERTO RICAN	233	22977	2.64	0.6	2.62	0.6	0.6	-0.0	-0.0
OTHER HISPANIC	725	63143	2.60	0.6	2.66	0.6	0.6	0.1	0.1
SCHOOL TYPE:									
PUBLIC	17704	2365771	2.65	0.6	2.69	0.6	0.6	0.0*	0.1
PRIVATE	653	77139	2.68	0.5	2.75	0.5	0.5	0.1	0.1
CATHOLIC	2171	190602	2.67	0.6	2.71	0.5	0.6	0.0	0.1
GEOGRAPHIC REGION:									
NORTHEAST	4654	613637	2.65	0.6	2.71	0.6	0.6	0.1*	0.1
NORTH CENTRAL	6114	785228	2.64	0.6	2.71	0.6	0.6	0.1*	0.1
SOUTH	6284	830389	2.64	0.6	2.67	0.6	0.6	0.0	0.0
WEST	3476	404258	2.69	0.5	2.71	0.5	0.5	0.0	0.0
CURRICULUM:									
GENERAL	6673	861132	2.56	0.6	2.59	0.6	0.6	0.0	0.0
ACADEMIC	8653	1077091	2.77	0.5	2.84	0.4	0.4	0.1*	0.1
VOCATIONAL	5094	681907	2.57	0.7	2.61	0.6	0.6	0.0	0.1
COMMUNITY TYPE:									
URBAN	4064	480710	2.65	0.6	2.69	0.6	0.6	0.0*	0.1
SUBURBAN	10286	1280479	2.68	0.6	2.71	0.5	0.6	0.0*	0.1
RURAL	6178	872323	2.61	0.6	2.67	0.6	0.6	0.1*	0.1

Table 6-30

DO YOU KNOW HOW TO APPLY TO A COLLEGE FOR ADMISSION?
(1=NO; 3=YES)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS		POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
			MEAN	S.D.	MEAN	S.D.			
TOTAL	20435	2622736	1.92	0.7	2.59	0.7	0.7	0.7*	1.0
SEX:									
MALE	9820	1283707	1.95	0.7	2.54	0.7	0.7	0.6*	0.9
FEMALE	10615	1339028	1.88	0.7	2.63	0.6	0.7	0.7*	1.1
SES:									
LOW	4493	540084	1.79	0.7	2.35	0.7	0.7	0.6*	0.8
MIDDLE	9925	1318787	1.91	0.7	2.57	0.7	0.7	0.7*	1.0
HIGH	5449	698379	2.03	0.7	2.82	0.4	0.6	0.8*	1.4
RACE:									
WHITE	15149	2084568	1.90	0.7	2.59	0.7	0.7	0.7*	1.0
BLACK	2494	306745	2.05	0.7	2.62	0.6	0.6	0.6*	0.9
ASIAN-AMERICAN	274	29519	2.04	0.7	2.75	0.5	0.6	0.7*	1.2
AMERICAN INDIAN	163	20984	1.98	0.7	2.34	0.8	0.7	0.4*	0.5
MEXICAN-AMERICAN	1371	91957	1.86	0.7	2.35	0.7	0.7	0.5*	0.7
PUERTO RICAN	230	22827	2.05	0.7	2.49	0.7	0.7	0.4*	0.6
OTHER HISPANIC	726	63138	1.95	0.7	2.51	0.7	0.7	0.6*	0.8
SCHOOL TYPE:									
PUBLIC	17617	2355655	1.91	0.7	2.56	0.7	0.7	0.7*	1.0
PRIVATE	655	77084	2.07	0.7	2.84	0.5	0.6	0.8*	1.3
CATHOLIC	2163	189997	1.99	0.7	2.82	0.5	0.6	0.8*	1.4
GEOGRAPHIC REGION:									
NORTHEAST	4643	612397	1.95	0.7	2.67	0.6	0.7	0.7*	1.1
NORTH CENTRAL	6087	782142	1.85	0.7	2.57	0.7	0.7	0.7*	1.1
SOUTH	6251	825825	1.94	0.7	2.54	0.7	0.7	0.6*	0.9
WEST	3454	402372	1.97	0.7	2.58	0.6	0.7	0.6*	0.9
CURRICULUM:									
GENERAL	6642	857822	1.85	0.7	2.42	0.7	0.7	0.6*	0.8
ACADEMIC	8634	1074738	2.01	0.7	2.88	0.4	0.6	0.9*	1.6
VOCATIONAL	5053	677045	1.85	0.7	2.34	0.7	0.7	0.5*	0.7
COMMUNITY TYPE:									
URBAN	4035	477521	1.97	0.7	2.59	0.7	0.7	0.6*	0.9
SUBURBAN	10244	1275890	1.93	0.7	2.62	0.6	0.7	0.7*	1.0
RURAL	6156	869325	1.87	0.7	2.53	0.7	0.7	0.7*	1.0

Chapter 7

CHANGES IN STUDENTS' BEHAVIOR, PLANS AND ATTITUDES

In this chapter we describe changes between 1980 and 1982 in the students' behaviors, aspirations, values, and other attitudes. The chapter focuses on those students who remained in school. Dropouts are discussed in Chapter 8. The chapter begins with a discussion of school-related behaviors. This is followed by an analysis of out-of-school behaviors, including TV watching and participation in paid work. Next comes a discussion of educational aspirations and post-high-school plans. This is followed by a section covering occupational aspirations and other expectations. The final section of the chapter covers changes in life and work values, self-esteem and locus of control, and other attitudes.

A. SCHOOL-RELATED BEHAVIORS

This section covers a variety of student behaviors in school. They include the extent to which students are absent, tardy or cut class; the extent to which students have disciplinary problems and come to class unprepared to work; program choice, student reports of course-taking behavior; participation in extracurricular activities; and the amount of homework done.

1. Attendance

This section covers absences, cutting classes, suspension/ probation, and tardiness.

The students were asked in 1980 and 1982 the number of days that year that they were absent from school for reasons other than illness. (See Table 7-1.) The scale was 0 = none, 1 = 1 or 2, 2 = 3 or 4, 3 = 5 to 10, 4 = 11 to 15, 5 = 16 to 21, and 6 = 21 or more. In 1980, the mean for the sophomores who stayed in school was 1.08, or less than two days. In 1980 the seniors were asked the same question. The mean of 1.43 is a significant increase from the level of absences for those same students in their sophomore year. There were significant increases in absences for almost all groups of students. There were comparatively small differences in the rates of absences across groups. Low SES students had initially higher absenteeism than high SES students but showed less increase from the sophomore to the senior year. Absenteeism was higher for Hispanic students than those from other racial/ethnic groups and for public than nonpublic school students. Absenteeism was somewhat lower for students in the academic curriculum.

Students were also asked if they ever cut classes. (See Table 7-2.) In 1980, 24.2 percent of the sophomores who were to remain in school said that this statement was true for them. By 1982, 39.1 percent of these students, now seniors, indicated that they cut classes, a significant increase of 14.9 percentage points. Cutting classes occurred more often among males than females. There was little difference across SES groups

Table 7-1

LAST FALL ABOUT HOW MANY DAYS WERE YOU ABSENT FROM SCHOOL FOR ANY REASON, NOT COUNTING ILLNESS?
(0=NONE; 6=21 OR MORE)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	21776	2792389	1.08	1.2	1.43	1.3	1.2	0.4*	0.3
SEX:									
MALE	10654	1389503	1.11	1.2	1.47	1.3	1.3	0.4*	0.3
FEMALE	11122	1402887	1.05	1.1	1.39	1.2	1.2	0.3*	0.3
SES:									
LOW	4895	588972	1.25	1.3	1.51	1.3	1.3	0.3*	0.2
MIDDLE	10472	1389960	1.06	1.1	1.43	1.3	1.2	0.4*	0.3
HIGH	5670	726910	0.96	1.1	1.37	1.2	1.2	0.4*	0.4
RACE:									
WHITE	15838	2179721	1.06	1.1	1.42	1.3	1.2	0.4*	0.3
BLACK	2840	351955	1.09	1.2	1.38	1.3	1.2	0.3*	0.2
ASIAN-AMERICAN	298	32692	0.87	1.1	1.38	1.3	1.2	0.5*	0.4
AMERICAN INDIAN	190	24174	1.49	1.3	1.92	1.5	1.4	0.4	0.3
MEXICAN-AMERICAN	1562	108180	1.29	1.3	1.57	1.4	1.4	0.3*	0.2
PUERTO RICAN	247	24462	1.38	1.2	1.64	1.3	1.3	0.3	0.2
OTHER HISPANIC	765	67297	1.25	1.2	1.58	1.3	1.3	0.3*	0.3
SCHOOL TYPE:									
PUBLIC	18866	2518460	1.11	1.2	1.47	1.3	1.2	0.4*	0.3
PRIVATE	668	78804	0.92	1.0	1.28	1.2	1.1	0.4*	0.3
CATHOLIC	2242	195124	0.75	0.9	1.06	1.1	1.0	0.3*	0.3
GEOGRAPHIC REGION:									
NORTHEAST	4814	635130	1.12	1.2	1.53	1.3	1.2	0.4*	0.3
NORTH CENTRAL	6444	825878	1.02	1.1	1.31	1.2	1.2	0.3*	0.2
SOUTH	6774	897734	1.03	1.1	1.35	1.2	1.2	0.3*	0.3
WEST	3744	433647	1.25	1.3	1.69	1.4	1.3	0.4*	0.3
CURRICULUM:									
GENERAL	7122	917048	1.23	1.2	1.61	1.3	1.3	0.4*	0.3
ACADEMIC	8956	1115007	0.87	1.0	1.23	1.1	1.1	0.4*	0.3
VOCATIONAL	5577	745484	1.20	1.2	1.52	1.3	1.3	0.3*	0.3
COMMUNITY TYPE:									
URBAN	4468	528545	1.15	1.2	1.46	1.3	1.3	0.3*	0.2
SUBURBAN	10864	1356466	1.05	1.2	1.42	1.3	1.2	0.4*	0.3
RURAL	6444	907378	1.08	1.1	1.44	1.2	1.2	0.4*	0.3

Table 7-2

EVERY ONCE IN A WHILE I CUT A CLASS
(PERCENT TRUE)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	19961	2568542	24.2	39.1	14.9*
SEX:					
MALE	9529	1250313	25.9	43.2	17.3*
FEMALE	10432	1318229	22.6	35.2	12.6*
SES:					
LOW	4344	522548	23.3	34.1	10.8*
MIDDLE	9767	1300754	24.3	39.1	14.8*
HIGH	5369	689163	24.0	42.9	18.9*
RACE:					
WHITE	14912	2055585	23.6	39.9	16.3*
BLACK	2363	290356	25.2	32.0	6.8*
ASIAN-AMERICAN	266	28774	17.7	39.2	21.5*
AMERICAN INDIAN	155	19640	35.8	49.8	14.0
MEXICAN-AMERICAN	1315	89294	28.7	40.9	12.2*
PUERTO RICAN	221	21218	30.9	37.2	6.3
OTHER HISPANIC	701	60811	30.7	40.9	10.1*
SCHOOL TYPE:					
PUBLIC	17205	2304593	25.4	40.3	14.9*
PRIVATE	645	75774	25.5	46.1	20.5*
CATHOLIC	2111	188174	9.3	22.1	12.8*
GEOGRAPHIC REGION:					
NORTHEAST	4589	607000	26.4	39.4	13.0*
NORTH CENTRAL	5911	762297	22.1	35.9	13.8*
SOUTH	6059	801880	19.8	34.9	15.0*
WEST	3402	397365	33.8	53.4	19.6*
CURRICULUM:					
GENERAL	6447	834372	28.4	45.6	17.3*
ACADEMIC	8487	1060207	18.5	34.0	15.5*
VOCATIONAL	4924	661028	27.9	39.1	11.2*
COMMUNITY TYPE:					
URBAN	3893	463214	29.1	43.1	14.0*
SUBURBAN	10034	1252630	25.2	39.9	14.7*
RURAL	6034	852698	20.1	35.8	15.7*

in the sophomore year but, by the senior year, high SES students were cutting classes more often than low SES students. Students in Catholic schools cut classes considerably less often than students in other types of schools. Academic curriculum students also cut class less than other students; the rate of cutting increased most for general curriculum students. Urban students cut more often than rural students.

Suspension or probation also affects student attendance. (See Table 7-3.) In 1980, 9.2 percent of the sophomores who remained in school indicated that they had been suspended or put on probation. By 1982, 12.3 percent of these students had been suspended or put on probation, a significant increase of 3.1 percentage points. Males were much more likely than females to have been suspended or placed on probation (16.9 percent of male seniors as compared to 7.9 percent of female seniors). Suspension rates were higher for low SES sophomores than other students but rose more rapidly among high SES students. Whites were the only racial/ethnic group to show a significant increase in suspension and probation. Although sophomore year suspension and probation rates were higher in public than nonpublic schools, differences by school type had largely vanished by the senior year. Academic curriculum students showed the lowest rate of suspensions and probation; the increase was greatest among general curriculum students. Urban students showed higher rates of suspension and probation as sophomores, but differences by community type essentially vanished by the senior year.

Finally, the students were asked the number of days they were late to school. (See Table 7-4.) The scale used was the same as for the number of absences. In 1980 the mean level of tardiness for sophomores who remained in school was 0.94, or less than one day. By 1982, the tardiness rate was 1.33, or two days, a significant increase in the amount of tardiness among these students. Tardiness occurred more frequently among males, high SES students, students in non-Catholic private schools, and general curriculum students.

In summary, all types of attendance problems increased among these students between 1980 and 1982.

2. Problem Behavior

Three questions were asked to determine the extent of student problem behavior: 1) whether the student came to class unprepared, 2) whether the student had disciplinary problems, and 3) whether the student had been in trouble with the law.

As an indicator of mild forms of problem behavior, students were asked how often they attended class without books, paper, and pencil. (See Table 7-5.) The scale ranged from 1 = usually to 4 = never. In 1980, the mean for sophomores who stayed in school was 3.30; in 1982, the mean was 3.37. This change indicates a significant reduction in this form of uncooperative behavior by students between their sophomore and senior years. The change was found primarily among females, low and middle SES students, Mexican-Americans and Blacks, and public school students.

Table 7-3

I HAVE BEEN SUSPENDED OR PUT ON PROBATION IN SCHOOL
(PERCENT TRUE)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	20009	2573921	9.2	12.3	3.1*
SEX:					
MALE	9557	1253172	12.3	16.9	4.6*
FEMALE	10452	1320749	6.3	7.9	1.7*
SES:					
LOW	4355	523858	11.2	13.1	1.9*
MIDDLE	9793	1303387	9.8	12.8	3.0*
HIGH	5373	689506	6.0	10.3	4.3*
RACE:					
WHITE	14938	2058966	8.1	11.8	3.7*
BLACK	2378	291899	14.9	15.2	0.3
ASIAN-AMERICAN	263	28220	8.8	8.4	-0.4
AMERICAN INDIAN	157	20157	20.2	16.0	-4.2
MEXICAN-AMERICAN	1322	89703	12.4	14.5	2.1
PUERTO RICAN	221	21218	9.3	11.9	2.5
OTHER HISPANIC	702	60893	12.6	14.1	1.5
SCHOOL TYPE:					
PUBLIC	17244	2309623	9.5	12.4	2.9*
PRIVATE	645	75641	7.5	12.4	4.9*
CATHOLIC	2120	188656	6.3	11.6	5.3*
GEOGRAPHIC REGION:					
NORTHEAST	4593	607488	9.5	12.6	3.1*
NORTH CENTRAL	5930	764787	8.2	11.9	3.7*
SOUTH	6075	803604	10.4	12.3	2.0*
WEST	3411	398042	8.5	12.6	4.1*
CURRICULUM:					
GENERAL	6465	836747	10.9	15.7	4.8*
ACADEMIC	8501	1061292	5.1	7.7	2.6*
VOCATIONAL	4942	663057	13.4	15.3	1.8
COMMUNITY TYPE:					
URBAN	3912	465333	10.1	11.9	1.8
SUBURBAN	10044	1253435	8.8	12.6	3.8*
RURAL	6053	855153	9.3	12.1	2.8*

Table 7-4

LAST FALL ABOUT HOW MANY DAYS WERE YOU LATE TO SCHOOL?
(0=NONE; 6=21 OR MORE)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS		POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
			MEAN	S.D.	MEAN	S.D.			
TOTAL	21863	2802433	0.94	1.2	1.33	1.4	1.3	0.4*	0.3
SEX:									
MALE	10699	1395127	0.98	1.2	1.43	1.4	1.3	0.4*	0.3
FEMALE	11164	1407306	0.90	1.1	1.22	1.3	1.2	0.3*	0.3
SES:									
LOW	4922	591534	0.92	1.2	1.20	1.3	1.2	0.3*	0.2
MIDDLE	10508	1394602	0.91	1.2	1.30	1.3	1.3	0.4*	0.3
HIGH	5682	728664	1.00	1.2	1.49	1.4	1.3	0.5*	0.4
RACE:									
WHITE	15899	2187663	0.88	1.1	1.30	1.4	1.3	0.4*	0.3
BLACK	2848	352672	1.19	1.3	1.36	1.3	1.3	0.2*	0.1
ASIAN-AMERICAN	300	32761	1.01	1.3	1.47	1.5	1.4	0.5*	0.3
AMERICAN INDIAN	192	24480	1.24	1.3	1.59	1.5	1.4	0.4	0.3
MEXICAN-AMERICAN	1567	108484	1.14	1.3	1.50	1.4	1.4	0.4*	0.3
PUERTO RICAN	248	24619	1.05	1.3	1.28	1.2	1.3	0.2	0.2
OTHER HISPANIC	773	67847	1.19	1.3	1.50	1.4	1.3	0.3*	0.2
SCHOOL TYPE:									
PUBLIC	18946	2527790	0.95	1.2	1.33	1.4	1.3	0.4*	0.3
PRIVATE	671	79228	1.17	1.3	1.57	1.4	1.4	0.4*	0.3
CATHOLIC	2246	195416	0.81	1.1	1.25	1.3	1.2	0.4*	0.4
GEOGRAPHIC REGION:									
NORTHEAST	4827	636308	0.96	1.2	1.42	1.4	1.3	0.5*	0.4
NORTH CENTRAL	6476	829576	0.83	1.1	1.18	1.3	1.2	0.4*	0.3
SOUTH	6798	900901	0.86	1.1	1.19	1.3	1.2	0.3*	0.3
WEST	3762	435647	1.31	1.4	1.74	1.5	1.4	0.4*	0.3
CURRICULUM:									
GENERAL	7152	920036	1.01	1.2	1.43	1.4	1.3	0.4*	0.3
ACADEMIC	8972	1117474	0.87	1.1	1.27	1.3	1.2	0.4*	0.3
VOCATIONAL	5611	749324	0.97	1.2	1.29	1.3	1.3	0.3*	0.3
COMMUNITY TYPE:									
URBAN	4492	530709	1.15	1.3	1.45	1.4	1.3	0.3*	0.2
SUBURBAN	10901	1360461	0.99	1.2	1.42	1.4	1.3	0.4*	0.3
RURAL	6470	911263	0.75	1.1	1.11	1.3	1.2	0.4*	0.3

Table 7-5

HOW OFTEN DO YOU COME TO CLASS AND FIND YOURSELF WITHOUT BOOKS, PENCIL OR PAPER?
(1=USUALLY; 4=NEVER)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	21157	2711418	3.30	0.7	3.37	0.6	0.6	0.1*	0.1
SEX:									
MALE	10273	1339147	3.21	0.7	3.24	0.7	0.7	0.0	0.0
FEMALE	10884	1372271	3.39	0.6	3.49	0.5	0.6	0.1*	0.2
SES:									
LOW	4703	565797	3.28	0.7	3.39	0.6	0.7	0.1*	0.2
MIDDLE	10192	1352603	3.31	0.6	3.37	0.6	0.6	0.1*	0.1
HIGH	5572	712746	3.33	0.6	3.36	0.6	0.6	0.0	0.1
RACE:									
WHITE	15508	2131975	3.32	0.6	3.37	0.6	0.6	0.0*	0.1
BLACK	2681	330831	3.24	0.8	3.38	0.7	0.7	0.1*	0.2
ASIAN-AMERICAN	291	31696	3.33	0.7	3.38	0.6	0.7	0.1	0.1
AMERICAN INDIAN	180	22925	3.04	0.9	3.24	0.8	0.8	0.2	0.2
MEXICAN-AMERICAN	1474	101587	3.20	0.8	3.37	0.7	0.8	0.2*	0.2
PUERTO RICAN	242	23894	3.33	0.7	3.38	0.7	0.7	0.0	0.1
OTHER HISPANIC	746	64649	3.22	0.8	3.32	0.7	0.7	0.1	0.1
SCHOOL TYPE:									
PUBLIC	18294	2443053	3.30	0.7	3.37	0.6	0.6	0.1*	0.1
PRIVATE	660	77012	3.28	0.6	3.31	0.6	0.6	0.0	0.1
CATHOLIC	2203	191354	3.32	0.6	3.36	0.5	0.6	0.0	0.1
GEOGRAPHIC REGION:									
NORTHEAST	4737	625137	3.29	0.7	3.33	0.6	0.7	0.0	0.1
NORTH CENTRAL	6313	808863	3.33	0.6	3.40	0.6	0.6	0.1*	0.1
SOUTH	6513	861022	3.30	0.7	3.37	0.6	0.6	0.1*	0.1
WEST	3594	416395	3.28	0.7	3.37	0.6	0.6	0.1*	0.1
CURRICULUM:									
GENERAL	6878	885752	3.25	0.7	3.31	0.6	0.7	0.1*	0.1
ACADEMIC	8793	1093810	3.38	0.6	3.43	0.5	0.6	0.0*	0.1
VOCATIONAL	5365	717103	3.25	0.7	3.35	0.7	0.7	0.1*	0.1
COMMUNITY TYPE:									
URBAN	4313	510484	3.31	0.7	3.41	0.6	0.7	0.1*	0.2
SUBURBAN	10554	1314134	3.30	0.7	3.36	0.6	0.6	0.1*	0.1
RURAL	6290	886799	3.32	0.7	3.36	0.6	0.6	0.0*	0.1

As another indicator of mild problem behavior, students were asked how often they attended class with their homework not done. (See Table 7-6.) The scale was the same as for the preceding question. In 1980 the mean for sophomores who remained in school was 2.91, or seldom. By 1982 this had risen to 2.97, a small but significant improvement. Males were more likely to come to class without their homework done than were females. Students in the academic curriculum were less likely not to have done their homework than students in other curricula, but showed no change in this behavior between 1980 and 1982.

To determine if students were involved in other, more serious forms of misbehavior, the question, "I have had disciplinary problems in school during the last year," was asked. As can be seen in Table 7-7, 15.2 percent of the sophomores but only 12.7 percent of the seniors indicated that this statement was true for them, a significant decrease of 2.6 percentage points. Males had more disciplinary problems than females; low SES students more than high SES students; Blacks, American Indians, and Hispanics more than Whites or Asian Americans; and students in the general and vocational curricula more than students in the academic curriculum.

Finally, students were asked if they had been in serious trouble with the law. As can be seen in Table 7-8, 3.9 percent of the students indicated that this was true in their sophomore year,and 3.6 percent indicated that it was true in their senior year. This change is not significant. Males, American Indians, and students in nonacademic curricula were especially prone to problems with the law.

In summary, the frequency of both mild behavior problems and more serious disciplinary problems decreased for these students between their sophomore and senior years. There was, however, no change in the percentage of students having serious trouble with the law.

3. Program Choice

The students were asked if they had chosen the program they were in or were assigned to it. The results are shown in Table 7-9. As can be seen, in 1980 68.9 percent of the sophomores indicated that they had chosen their program; by 1982 only 60.3 percent of the seniors indicated that they had chosen their program. This decline, totaling 8.6 percentage points across all groups of students, is most pronounced for students in the general curriculum. In 1980, 64.5 percent of the students who were in the general curriculum as seniors indicated that they chose their current curriculum; in 1982, only 46.3 percent of the seniors in the general curriculum said that they had chosen it. There was also a decline between 1980 and 1982 in the percentage of students saying they had chosen the academic curriculum. However, there was an increase in the proportion of students choosing the vocational curriculum.

These results suggest that between 1980 and 1982 a large number of students who initially chose to be in the general curriculum became

Table 7-6

HOW OFTEN DO YOU COME TO CLASS AND FIND YOURSELF WITHOUT YOUR HOMEWORK DONE?
(1=USUALLY; 4=NEVER)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	21357	2736381	2.91	0.8	2.97	0.7	0.7	0.1*	0.1
SEX:									
MALE	10391	1353969	2.82	0.8	2.85	0.8	0.8	0.0	0.0
FEMALE	10966	1382412	3.00	0.7	3.09	0.6	0.7	0.1*	0.1
SES:									
LOW	4769	573282	2.88	0.8	3.00	0.7	0.8	0.1*	0.2
MIDDLE	10288	1364739	2.90	0.8	2.96	0.7	0.7	0.1*	0.1
HIGH	5593	715757	2.97	0.7	2.97	0.7	0.7	0.0	0.0
RACE:									
WHITE	15616	2146720	2.92	0.7	2.96	0.7	0.7	0.0*	0.1
BLACK	2733	337728	2.90	0.8	3.03	0.7	0.8	0.1*	0.2
ASIAN-AMERICAN	289	31479	3.05	0.8	2.99	0.8	0.8	-0.1	-0.1
AMERICAN INDIAN	183	23333	2.77	0.9	2.89	0.8	0.9	0.1	0.1
MEXICAN-AMERICAN	1500	103340	2.78	0.8	2.98	0.8	0.8	0.2*	0.2
PUERTO RICAN	246	24433	2.94	0.9	2.98	0.8	0.8	0.0	0.0
OTHER HISPANIC	754	65439	2.85	0.8	2.92	0.8	0.8	0.1	0.1
SCHOOL TYPE:									
PUBLIC	18478	2466817	2.90	0.8	2.97	0.7	0.7	0.1*	0.1
PRIVATE	663	77207	2.98	0.7	2.88	0.7	0.7	-0.1	-0.2
CATHOLIC	2216	192357	3.03	0.7	3.00	0.7	0.7	-0.0	-0.0
GEOGRAPHIC REGION:									
NORTHEAST	4786	630509	2.94	0.8	2.96	0.7	0.8	0.0	0.0
NORTH CENTRAL	6347	813347	2.91	0.7	2.97	0.7	0.7	0.1*	0.1
SOUTH	6600	873015	2.91	0.8	2.98	0.7	0.7	0.1*	0.1
WEST	3624	419510	2.87	0.8	2.95	0.7	0.7	0.1*	0.1
CURRICULUM:									
GENERAL	6951	895324	2.83	0.8	2.91	0.7	0.8	0.1*	0.1
ACADEMIC	8839	1099255	3.03	0.7	3.02	0.6	0.7	-0.0	-0.0
VOCATIONAL	5443	726731	2.84	0.8	2.98	0.8	0.8	0.1*	0.2
COMMUNITY TYPE:									
URBAN	4356	515148	2.91	0.8	2.98	0.7	0.8	0.1*	0.1
SUBURBAN	10652	1326707	2.92	0.8	2.96	0.7	0.7	0.0*	0.1
RURAL	6349	894525	2.91	0.8	2.97	0.7	0.7	0.1*	0.1

Table 7-7

I HAVE HAD DISCIPLINARY PROBLEMS IN SCHOOL DURING THE LAST YEAR (PERCENT TRUE)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	20017	2574434	15.2	12.7	-2.6*
SEX:					
MALE	9561	1253726	19.0	16.6	-2.4*
FEMALE	10456	1320708	11.6	8.9	-2.7*
SES:					
LOW	4357	523064	20.1	15.6	-4.5*
MIDDLE	9797	1304790	15.1	12.3	-2.8*
HIGH	5378	690051	10.9	10.3	-0.6
RACE:					
WHITE	14932	2058145	13.9	11.3	-2.6*
BLACK	2306	292924	21.1	18.8	-2.3
ASIAN-AMERICAN	265	28468	14.4	14.0	-0.4
AMERICAN INDIAN	159	20235	25.3	18.1	-7.2
MEXICAN-AMERICAN	1324	89575	22.1	17.5	-4.6*
PUERTO RICAN	220	21186	22.7	20.5	-2.2
OTHER HISPANIC	703	60938	17.6	15.4	-2.3
SCHOOL TYPE:					
PUBLIC	17249	2309823	15.4	12.9	-2.5*
PRIVATE	645	75792	16.0	11.9	-4.1
CATHOLIC	2123	188819	13.3	10.2	-3.2*
GEOGRAPHIC REGION:					
NORTHEAST	4591	607408	15.2	12.0	-3.1*
NORTH CENTRAL	5929	764636	14.6	12.0	-2.7*
SOUTH	6081	803914	15.9	13.6	-2.3*
WEST	3416	398476	15.2	13.1	-2.0
CURRICULUM:					
GENERAL	6461	836378	19.4	16.2	-3.3*
ACADEMIC	8512	1062694	9.1	8.1	-0.9
VOCATIONAL	4941	662427	19.5	15.4	-4.2*
COMMUNITY TYPE:					
URBAN	3913	465561	15.3	13.8	-1.5
SUBURBAN	10050	1253524	14.6	12.0	-2.6*
RURAL	6054	855349	16.1	13.0	-3.1*

Table 7-8

I HAVE BEEN IN SERIOUS TROUBLE WITH THE LAW
(PERCENT TRUE)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	19504	2509994	3.9	3.6	-0.3
SEX:					
MALE	9219	1209359	6.3	6.1	-0.2
FEMALE	10285	1300634	1.7	1.3	-0.4
SES:					
LOW	4191	504676	4.0	3.7	-0.3
MIDDLE	9567	1274564	3.9	3.7	-0.2
HIGH	5286	677508	3.5	3.2	-0.3
RACE:					
WHITE	14679	2020774	3.8	3.7	-0.1
BLACK	2245	274024	4.0	2.8	-1.2
ASIAN-AMERICAN	252	27203	4.2	1.8	-2.4
AMERICAN INDIAN	151	19480	11.7	9.3	-2.5
MEXICAN-AMERICAN	1244	85100	3.7	3.6	-0.1
PUERTO RICAN	217	21065	6.9	4.5	-2.4
OTHER HISPANIC	687	59337	4.9	4.0	-0.9
SCHOOL TYPE:					
PUBLIC	16784	2250470	4.0	3.7	-0.2
PRIVATE	638	74702	5.0	2.7	-2.4
CATHOLIC	2082	184822	2.8	2.3	-0.5
GEOGRAPHIC REGION:					
NORTHEAST	4572	604269	3.8	3.2	-0.6
NORTH CENTRAL	5841	754095	4.2	4.1	-0.0
SOUTH	5804	764783	3.5	3.1	-0.4
WEST	3287	386847	4.3	4.1	-0.1
CURRICULUM:					
GENERAL	6285	812967	5.1	4.8	-0.4
ACADEMIC	8345	1042999	2.0	2.0	0.0
VOCATIONAL	4777	642046	5.4	4.6	-0.7
COMMUNITY TYPE:					
URBAN	3799	452627	3.4	2.9	-0.5
SUBURBAN	9803	1220937	3.9	3.6	-0.2
RURAL	5902	836430	4.2	4.0	-0.3

Table 7-9

WERE YOU ASSIGNED TO THE PROGRAM YOU ARE NOW IN, OR DID YOU CHOOSE IT YOURSELF? (PERCENT "CHOSE IT MYSELF")

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	21277	2728584	68.9	60.3	-8.6*
SEX:					
MALE	10392	1355079	68.2	60.4	-7.9*
FEMALE	10885	1373505	69.6	60.3	-9.3*
SES:					
LOW	4759	573626	63.9	56.3	-7.6*
MIDDLE	10245	1359366	70.3	61.9	-8.4*
HIGH	5555	710894	71.8	61.8	-10.0*
RACE:					
WHITE	15527	2136478	72.1	63.3	-8.8*
BLACK	2762	341303	54.7	47.3	-7.4*
ASIAN-AMERICAN	280	30350	71.0	55.9	-15.1*
AMERICAN INDIAN	186	23507	58.9	59.1	0.1
MEXICAN-AMERICAN	1483	103117	60.5	52.2	-8.3*
PUERTO RICAN	245	24038	61.4	57.0	-4.4
OTHER HISPANIC	758	65882	60.7	48.6	-12.1*
SCHOOL TYPE:					
PUBLIC	18425	2460984	70.6	60.7	-9.9*
PRIVATE	655	77749	58.0	60.8	2.8
CATHOLIC	2197	189852	52.1	55.3	3.2
GEOGRAPHIC REGION:					
NORTHEAST	4755	626953	72.4	63.3	-9.2*
NORTH CENTRAL	6328	810992	68.9	62.9	-6.0*
SOUTH	6588	873335	65.3	57.4	-7.9*
WEST	3606	417305	71.3	57.3	-14.1*
CURRICULUM:					
GENERAL	6890	888068	64.5	46.3	-18.2*
ACADEMIC	8798	1094261	72.8	64.5	-8.3*
VOCATIONAL	5484	733288	68.7	71.6	2.9*
COMMUNITY TYPE:					
URBAN	4349	515436	66.2	58.4	-7.7*
SUBURBAN	10613	1320902	70.5	60.8	-9.7*
RURAL	6315	892246	68.2	60.8	-7.4*

dissatisfied with it and transferred out of it and into other curricula leaving the general curriculum as the only place where the majority of seniors said they were placed by assignment rather than by choice.

4. Course-Taking Behavior

In 1982, as seniors, the students were asked a number of questions about their course-taking behavior. These responses can, in some but not all cases, be compared to the course-taking behavior derived from the transcript analysis. (See Chapter 5 for transcript data.)

Large percentages of the students indicated that they had taken a remedial course or program--44.3 percent said they had been in remedial English, and 40.1 percent said they had been in remedial mathematics. (See Tables 7-10 and 7-11.) The comparable percentages based on the transcript analysis are 13.5 percent of students taking remedial English and 15.8 percent of students taking basic skills mathematics.

Large percentages also indicated that they had taken advanced or honors programs--35.3 percent said they had taken advanced English, and 32.8 percent said they had taken advanced mathematics. (See Tables 7-12 and 7-13.) The comparable percentages from the transcript analysis are 13.3 percent taking advanced English and 43.7 percent taking advanced mathematics. (It should be noted, however, that in the transcript analysis the term advanced mathematics was used to indicate mathematics beyond Algebra I and Geometry I rather than honors or Advanced Placement mathematics courses).

The students were asked as sophomores and again as seniors how much course work they had taken in a variety of areas. These results are summarized in Table 7-14. Detailed tables on self-reported course taking are included in Appendix E.

As can be seen, the students took more courses in English (3.6) between 1980 and 1982 than in any other subject area. History and social studies came next (3.0), followed by mathematics (2.1) and science (1.7). The number of courses taken between the sophomore and senior years should, of course, be directly related to growth on the HS&B achievement tests. We would expect greater growth in those areas with the greatest 1980-1982 differences and less growth in areas where much of the learning preceded the sophomore test, such as science, when the typical student took more work prior to the 1980 test than between the 1980 and the 1982 test.

Table 7-10

HAVE YOU EVER BEEN IN A REMEDIAL ENGLISH COURSE OR PROGRAM IN HIGH SCHOOL?
(PERCENT YES)

1982 SENIORS

	SAMPLE N	WEIGHTED N	PERCENT
TOTAL	23709	2740441	44.3
SEX:			
MALE	11715	1368188	47.3
FEMALE	11994	1372253	41.3
SES:			
LOW	4884	524104	55.1
MIDDLE	10447	1245929	47.5
HIGH	5646	652596	32.5
RACE:			
WHITE	17030	2129153	43.2
BLACK	3125	339211	48.4
ASIAN-AMERICAN	343	35391	37.8
AMERICAN INDIAN	211	24334	62.2
MEXICAN-AMERICAN	1730	106865	50.0
PUERTO RICAN	301	26159	53.0
OTHER HISPANIC	881	69879	44.6
SCHOOL TYPE:			
PUBLIC	20643	2465558	44.8
PRIVATE	750	80577	43.3
CATHOLIC	2316	194307	38.5
GEOGRAPHIC REGION:			
NORTHEAST	5471	655824	37.5
NORTH CENTRAL	6901	797544	49.8
SOUTH	7134	848500	45.2
WEST	4203	438573	43.0
CURRICULUM:			
GENERAL	7837	906703	54.6
ACADEMIC	9547	1075830	29.0
VOCATIONAL	6181	741827	53.8
COMMUNITY TYPE:			
URBAN	5065	537456	44.1
SUBURBAN	11834	1342806	42.6
RURAL	6810	860179	47.3

Table 7-11

HAVE YOU EVER BEEN IN A REMEDIAL MATHEMATICS COURSE OR PROGRAM IN HIGH SCHOOL? (PERCENT YES)

1982 SENIORS

	SAMPLE N	WEIGHTED N	PERCENT
TOTAL	23680	2736662	40.1
SEX:			
MALE	11693	1365109	42.4
FEMALE	11987	1371553	37.8
SES:			
LOW	4879	524086	51.4
MIDDLE	10432	1243995	42.6
HIGH	5639	651554	28.9
RACE:			
WHITE	17013	2127007	37.8
BLACK	3121	338561	48.6
ASIAN-AMERICAN	343	35391	34.5
AMERICAN INDIAN	210	24214	55.2
MEXICAN-AMERICAN	1730	106679	48.9
PUERTO RICAN	301	26124	52.9
OTHER HISPANIC	874	69235	47.5
SCHOOL TYPE:			
PUBLIC	20621	2462393	40.4
PRIVATE	749	80401	40.1
CATHOLIC	2310	193867	35.9
GEOGRAPHIC REGION:			
NORTHEAST	5475	656199	36.2
NORTH CENTRAL	6885	795683	43.0
SOUTH	7124	847229	40.5
WEST	4196	437551	39.8
CURRICULUM:			
GENERAL	7815	904165	49.6
ACADEMIC	9541	1074435	25.4
VOCATIONAL	6180	742189	49.6
COMMUNITY TYPE:			
URBAN	5065	537136	41.5
SUBURBAN	11812	1340411	38.2
RURAL	6803	859115	42.2

Table 7-12

HAVE YOU EVER BEEN IN AN ADVANCED OR HONORS PROGRAM IN ENGLISH IN HIGH SCHOOL?
(PERCENT YES)

1982 SENIORS

	SAMPLE N	WEIGHTED N	PERCENT
TOTAL	23675	2736156	35.3
SEX:			
MALE	11692	1365247	31.8
FEMALE	11983	1370909	38.9
SES:			
LOW	4878	524100	27.5
MIDDLE	10427	1242680	35.0
HIGH	5647	652549	47.8
RACE:			
WHITE	17015	2126829	36.0
BLACK	3119	338393	33.8
ASIAN-AMERICAN	343	35342	44.5
AMERICAN INDIAN	211	24333	31.1
MEXICAN-AMERICAN	1727	106544	27.9
PUERTO RICAN	299	25984	33.9
OTHER HISPANIC	873	69269	31.4
SCHOOL TYPE:			
PUBLIC	20611	2461401	34.8
PRIVATE	751	80914	39.1
CATHOLIC	2313	193840	40.7
GEOGRAPHIC REGION:			
NORTHEAST	5471	655918	34.8
NORTH CENTRAL	6887	795904	35.3
SOUTH	7124	846628	34.2
WEST	4193	437706	38.4
CURRICULUM:			
GENERAL	7805	903439	23.4
ACADEMIC	9557	1076693	53.3
VOCATIONAL	6168	740028	23.9
COMMUNITY TYPE:			
URBAN	5063	536529	37.0
SUBURBAN	11806	1340168	35.9
RURAL	6806	859459	33.5

Table 7-13

HAVE YOU EVER BEEN IN AN ADVANCED OR HONORS PROGRAM IN MATHEMATICS IN HIGH SCHOOL? (PERCENT YES)

1982 SENIORS

	SAMPLE N	WEIGHTED N	PERCENT
TOTAL	23659	2734190	32.8
SEX:			
MALE	11682	1363704	33.9
FEMALE	11977	1370486	31.6
SES:			
LOW	4868	523316	26.2
MIDDLE	10419	1241878	32.8
HIGH	5652	652758	43.8
RACE:			
WHITE	17007	2125456	33.7
BLACK	3117	338057	29.7
ASIAN-AMERICAN	344	35479	48.5
AMERICAN INDIAN	210	24302	28.4
MEXICAN-AMERICAN	1723	106332	25.6
PUERTO RICAN	296	25649	23.4
OTHER HISPANIC	873	69297	28.2
SCHOOL TYPE:			
PUBLIC	20592	2459258	31.7
PRIVATE	751	80738	40.0
CATHOLIC	2316	194193	43.0
GEOGRAPHIC REGION:			
NORTHEAST	5469	655528	32.5
NORTH CENTRAL	6880	795071	34.0
SOUTH	7116	845916	31.7
WEST	4194	437674	33.1
CURRICULUM:			
GENERAL	7799	902944	21.6
ACADEMIC	9551	1075476	50.0
VOCATIONAL	6164	739774	21.5
COMMUNITY TYPE:			
URBAN	5049	535260	32.0
SUBURBAN	11809	1340085	33.7
RURAL	6801	858844	31.9

Table 7-14

Students' Reports of Mean Amount of Course Work by Subject, 1980 and 1982

Scale: 0 = none, 3 = more than 1 year (sophomores), 7 = more than 3 years (seniors)

	1980 Sophomores	1982 Seniors	Difference (Number of Courses Taken)
English or literature	2.23	5.84	3.6*
History or social science	1.59	4.59	3.0*
Mathematics	2.04	4.18	2.1*
Science	1.81	3.47	1.7*
Spanish	0.54	0.96	0.4*
French	0.32	0.61	0.3*
German	0.11	0.18	0.1*
Business, office or sales	0.65	2.14	1.5*
Technical	0.25	0.70	0.4*
Trade and industry	0.32	0.99	0.7*
Other vocational courses	0.59	1.24	0.6*

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*Significant increase

Table 7-15

Number of Courses Taken in Various Subjects
Between 1980 and 1982 by Curriculum

	Academic	General	Vocational
English or literature	3.8	3.5	3.4
History or social science	3.2	3.0	2.8
Mathematics	2.9	1.7	1.5
Science	2.5	1.3	0.9
Spanish	0.7	0.3	0.1
French	0.5	0.2	0.1
German	0.2	0.0	0.0
Business, office or sales	1.3	1.5	1.9
Technical	0.3	0.4	0.7
Trade and industry	0.3	0.7	1.2
Other vocational courses	0.4	0.7	1.0
Total	16.1	13.3	13.6

Table 7-15 summarizes, by curriculum, the number of courses taken by students between 1980 and 1982. As can be seen, academic curriculum students took more courses in the new basics than did general or vocational curriculum students. This corresponds to the findings in the transcript analysis. It was somewhat surprising to discover that academic curriculum students also took 2.3 courses in vocational areas. General curriculum students took 3.3 courses in vocational areas while vocational students took 4.8 vocational courses. Between 1980 and 1982 academic curriculum students took a total of 16.01 courses in the new basics and vocational areas, while general curriculum students took 13.3 such courses and vocational students took 13.6 such courses.

The students were also asked questions about specific courses which are also included in the transcript analysis. These include Algebra I, Geometry, Biology, Chemistry, Physics and Computer Programming. The student questionnaire results and comparable figures from the transcript analysis are shown in Table 7-16. (Detailed tables are included in Appendix E.)

Table 7-16

Percentage of Students Taking Selected Courses

	Student Reported	Transcript Analysis	
Algebra I	78.2	65.9	(Does not include Pre-Algebra)
Geometry	55.5	47.6	(Does not include Pre-Geometry)
Biology	79.3	78.7	(Includes both functional Biology and Biology I)
Chemistry	37.9	32.8	(Includes both functional Chemistry and Chemistry I)
Physics	20.9	15.5	(Includes both functional Physics and Physics I)
Computer Programming	18.8	5.5	

Some of the differences between student reports and the transcripts are due to the fact that the transcript analysis includes grades 9-12, but the questionnaire includes only grades 10-12. The differences may also be attributed to the ways in which the courses were grouped in the transcript analysis. Other differences may be caused by student confusion about the exact meaning of advanced or remedial courses. Nevertheless, it appears as if student reports of course-taking behavior tend to inflate actual course-taking as determined from the transcripts.

Students were also asked about two types of special courses or programs: 1) those that involved learning activities outside of school, such as on-the-job training, practica, and internships; and 2) bilingual or

Table 7-17

HOW MUCH OF YOUR SCHOOL DAY HAVE YOU SPENT IN PROGRAMS OUTSIDE OF SCHOOL THIS YEAR?
(1=NONE; 5=MORE THAN 1/2 DAY)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	23577	2724236	1.82	1.3
SEX:				
MALE	11636	1359096	1.78	1.3
FEMALE	11941	1365140	1.86	1.3
SES:				
LOW	4841	520621	1.88	1.3
MIDDLE	10405	1239555	1.85	1.3
HIGH	5617	647717	1.69	1.2
RACE:				
WHITE	16948	2116967	1.79	1.3
BLACK	3121	338759	1.97	1.4
ASIAN-AMERICAN	332	34438	1.68	1.1
AMERICAN INDIAN	209	23833	2.21	1.6
MEXICAN-AMERICAN	1703	105298	1.91	1.3
PUERTO RICAN	299	25740	1.67	1.2
OTHER HISPANIC	874	69302	1.94	1.4
SCHOOL TYPE:				
PUBLIC	20506	2449284	1.84	1.3
PRIVATE	754	80720	1.57	1.0
CATHOLIC	2317	194232	1.61	1.1
GEOGRAPHIC REGION:				
NORTHEAST	5500	659007	1.68	1.2
NORTH CENTRAL	6862	792243	1.78	1.3
SOUTH	7100	843399	1.94	1.4
WEST	4115	429587	1.86	1.3
CURRICULUM:				
GENERAL	7752	897430	1.77	1.3
ACADEMIC	9503	1069978	1.60	1.1
VOCATIONAL	6179	741108	2.19	1.5
COMMUNITY TYPE:				
URBAN	5027	531995	1.83	1.3
SUBURBAN	11744	1330902	1.83	1.3
RURAL	6806	861339	1.79	1.3

Table 7-18

HAVE YOU EVER BEEN IN A BILINGUAL OR BICULTURAL PROGRAM IN HIGH SCHOOL? (PERCENT YES)

1982 SENIORS

	SAMPLE N	WEIGHTED N	PERCENT
TOTAL	23608	2728576	17.8
SEX:			
MALE	11656	1361138	16.5
FEMALE	11952	1367437	19.0
SES:			
LOW	4864	522575	14.2
MIDDLE	10401	1240048	17.2
HIGH	5631	650933	24.9
RACE:			
WHITE	16971	2121743	17.8
BLACK	3103	336752	14.3
ASIAN-AMERICAN	342	35225	22.8
AMERICAN INDIAN	210	24216	14.4
MEXICAN-AMERICAN	1724	106134	22.2
PUERTO RICAN	299	25984	31.1
OTHER HISPANIC	870	68904	21.6
SCHOOL TYPE:			
PUBLIC	20555	2454415	17.0
PRIVATE	745	80203	16.9
CATHOLIC	2308	193958	28.4
GEOGRAPHIC REGION:			
NORTHEAST	5462	654655	20.6
NORTH CENTRAL	6864	793874	17.3
SOUTH	7100	844045	14.5
WEST	4182	436002	20.5
CURRICULUM:			
GENERAL	7787	901143	12.9
ACADEMIC	9514	1071816	25.9
VOCATIONAL	6163	739652	12.0
COMMUNITY TYPE:			
URBAN	5040	534064	17.2
SUBURBAN	11773	1336572	19.8
RURAL	6795	857940	14.9

bicultural programs. The typical student spent comparatively little time in out-of-school learning programs (See Table 7-17); vocational curriculum students were the major group involved in this type of learning. Nearly eighteen percent (17.8) of all seniors indicated that they had been in a bilingual or bicultural program. (See Table 7-18.)

Students who indicated that English was not their first language were asked a series of questions about their participation in special courses. The replies are summarized in Table 7-19, below. (See Appendix E for detailed tables.)

Table 7-19

Percentage of Students Whose First Language was Not English Taking Special Courses in Grades 10-12

English for students from non-English-speaking backgrounds	14.1
Reading and writing in student's first language	28.8
Other subjects taught in first language	15.5
Course in history and culture of ancestors' country of origin	30.3

The results indicate that nearly 20 percent of all students took part in a bilingual or bicultural program and that programs teaching the history and culture of one's ancestor's homeland and a program teaching reading and writing in the student's first tongue reached about 30 percent of all students whose native language was not English.

In summary, these results in this section suggest that self-report information on course-taking may be less accurate than the transcript data.

5. Extracurricular Activities

Students were asked, in 1980 and 1982, if they participated in various extracurricular school activities or in similar activities out-of-school. The responses are summarized in Table 7-20. (Other questions about extracurricular participation, involving student government, honorary societies, and newspaper or yearbook participation were asked only in the senior year and are not included here.) The cross-tabulation tables are included in Appendix E.

Students who remained in school significantly decreased their participation in most extracurricular activities between their sophomore and senior years. The exceptions to this are: 1) vocational education clubs, which showed an increase of ten percentage points, from 14.3 percent of the sophomores to 24.3 percent of the seniors, and 2) debate and drama, which increased by 2.8 percentage points, from 10.8 percent of sophomores to 13.6 percent of seniors. The largest decline was in subject matter clubs. Athletics was the most popular extracurricular activity and the only one involving a majority of the students.

These findings suggest that students may become less involved in extracurricular activities as they grow older and spend more time on some of the kinds of out-of-school activities discussed later in this chapter.

Table 7-20

Percent of Students Participating in Extracurricular Activities

	1980	1982	Difference
Athletics	57.2	52.8	-4.3*
Church Groups	41.0	37.6	-3.4*
Vocational Ed Clubs	14.3	24.3	10.0*
Subject Matter Clubs	26.9	20.9	-6.0*
Community/Jr. Achievement	24.7	20.8	-3.9*
Chorus/Dance	22.9	19.8	-3.1*
Hobby Clubs	20.7	19.4	-1.3*
Band/Orchestra	17.2	14.8	-2.4*
Cheerleaders, pop, etc.	15.0	14.7	-0.3*
Debate/Drama	10.8	13.6	2.8*

*Significant difference

6. Homework

The final school-related behavior covered in this study is the amount of homework done by students. The students were asked the number of hours of homework done each week. The results are shown in Table 7-21. The scale ranged from 0 = none to 5 = 10 or more hours of homework per week.

In 1980 the sophomores had a mean of 2.70, or between three and four hours of homework a week. In 1982 these students, as seniors, had a mean of 2.62, indicating a small but statistically significant decline in the amount of homework done. The decline was significant for males, middle SES students, Whites, public school students, students in the Northeast, students in the general and vocational curricula, and students from

Table 7-21

APPROXIMATELY WHAT IS THE AVERAGE AMOUNT OF TIME YOU SPEND ON HOMEWORK A WEEK?
(0=NONE; 5=MORE THAN 10 HOURS A WEEK)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS		POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
			MEAN	S.D.	MEAN	S.D.			
TOTAL	21345	2735591	2.70	1.2	2.62	1.4	1.3	-0.1*	-0.1
SEX:									
MALE	10346	1349431	2.49	1.3	2.37	1.4	1.3	-0.1*	-0.1
FEMALE	10999	1386161	2.91	1.2	2.87	1.3	1.3	-0.0	-0.0
SES:									
LOW	4751	570459	2.41	1.2	2.40	1.3	1.3	-0.0	-0.0
MIDDLE	10284	1363336	2.64	1.2	2.53	1.4	1.3	-0.1*	-0.1
HIGH	5616	720363	3.09	1.2	3.01	1.4	1.3	-0.1	-0.1
RACE:									
WHITE	15581	2143798	2.75	1.2	2.63	1.4	1.3	-0.1*	-0.1
BLACK	2754	340392	2.54	1.2	2.65	1.3	1.3	0.1	0.1
ASIAN-AMERICAN	296	32110	3.26	1.3	3.46	1.4	1.3	0.2	0.2
AMERICAN INDIAN	178	22753	2.40	1.3	2.26	1.4	1.3	-0.1	-0.1
MEXICAN-AMERICAN	1509	103877	2.34	1.2	2.41	1.3	1.3	0.1	0.0
PUERTO RICAN	244	24153	2.50	1.3	2.36	1.3	1.3	-0.1	-0.1
OTHER HISPANIC	748	64714	2.60	1.2	2.55	1.4	1.3	-0.0	-0.0
SCHOOL TYPE:									
PUBLIC	18446	2463006	2.64	1.2	2.56	1.4	1.3	-0.1*	-0.1
PRIVATE	663	77878	3.42	1.2	3.32	1.4	1.3	-0.1	-0.1
CATHOLIC	2236	194708	3.27	1.2	3.20	1.3	1.3	-0.1	-0.1
GEOGRAPHIC REGION:									
NORTHEAST	4744	624874	2.89	1.3	2.73	1.4	1.4	-0.2*	-0.1
NORTH CENTRAL	6339	812599	2.71	1.2	2.67	1.4	1.3	-0.0	-0.0
SOUTH	6605	874164	2.56	1.2	2.49	1.3	1.3	-0.1	-0.1
WEST	3657	423954	2.73	1.3	2.66	1.4	1.3	-0.1	-0.0
CURRICULUM:									
GENERAL	6950	894518	2.41	1.2	2.23	1.3	1.2	-0.2*	-0.1
ACADEMIC	8895	1107313	3.16	1.2	3.20	1.3	1.2	0.0	0.0
VOCATIONAL	5384	719265	2.36	1.2	2.22	1.3	1.2	-0.1*	-0.1
COMMUNITY TYPE:									
URBAN	4368	516211	2.67	1.3	2.68	1.4	1.3	0.0	0.0
SUBURBAN	10670	1331242	2.77	1.2	2.69	1.4	1.3	-0.1*	-0.1
RURAL	6307	888138	2.62	1.2	2.49	1.4	1.3	-0.1*	-0.1

suburban and rural communities. This decline may represent a "senior slump" as students who have finished required courses take less demanding work, or it may reflect increased time being spent on other, out-of-school activities. The nature and extent of these out-of-school activities will be explored in the next section.

In summary, between 1980 and 1982 the students' school-related behaviors showed several significant changes. The students had increased attendance problems but fewer disciplinary problems. They were more likely as seniors, than as sophomores, to be in a school program that they did not choose. The students reported doing less homework as seniors than they had as sophomores.

B. OUT-OF-SCHOOL ACTIVITIES

This section covers the students' out-of-school activities. It begins with an analysis of the type and extent of any paid work done by the students. Next TV watching is examined. The next section covers other activities, such as reading, dating, and talking with friends and the extent of leadership activities. The final two sections deal with the extent to which parents monitor students' out-of-school activities and with peer influences.

1. Paid Work

The HS&B students were asked a series of questions, in 1980 and again in 1982, about paid work. These included whether the student did such work at the time of the survey or previously, the type of work done, number of hours spent, the wages received, how earnings were spent, the amount of training received, and attitudes about work.

In 1980, 41.5 percent of the sophomores who stayed in school indicated that they had worked for pay in the week preceding the survey. By their senior year, in 1982, 64.0 percent indicated that they had worked during the preceding week. (See Table 7-22.) This increase of 22.5 percentage points was significant and affected every group.

Students were also asked the most recent time they had worked for pay. The scale extends from 0 = never, to 1 = before last summer, to 6 = last week. As can be seen in Table 7-23, the mean for sophomores was 3.75 (between since school started and within the last three months). By 1982, the mean for seniors was 4.22 (about two months earlier). The shift in recency of work is significant and affects almost every group.

The type of paid work done by the students was explored next. This is summarized in Table 7-24. (See Appendix E for the detailed tables by classification variables.) As can be seen, in 1980 child care and lawn work, two traditionally low-paying teenage jobs, were the most common types of employment.

Table 7-22

DID YOU DO ANY WORK FOR PAY LAST WEEK, NOT COUNTING WORK AROUND THE HOUSE?
(PERCENT YES)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	21549	2762434	41.5	64.0	22.5*
SEX:					
MALE	10502	1369716	42.9	65.8	23.0*
FEMALE	11047	1392718	40.2	62.2	21.9*
SES:					
LOW	4828	580017	35.2	58.1	23.0*
MIDDLE	10372	1376919	43.2	66.7	23.5*
HIGH	5615	719109	44.1	64.5	20.5*
RACE:					
WHITE	15710	2161404	44.6	66.8	22.2*
BLACK	2790	345709	27.4	51.1	23.7*
ASIAN-AMERICAN	292	31760	28.3	49.0	20.7*
AMERICAN INDIAN	186	23645	45.4	56.1	10.7
MEXICAN-AMERICAN	1529	105223	35.6	59.8	24.1*
PUERTO RICAN	244	24166	20.7	51.1	30.4*
OTHER HISPANIC	763	66732	38.7	61.8	23.0*
SCHOOL TYPE:					
PUBLIC	18660	2490413	41.3	64.1	22.7*
PRIVATE	667	78755	39.8	51.7	11.9*
CATHOLIC	2222	193266	44.8	68.0	23.1*
GEOGRAPHIC REGION:					
NORTHEAST	4794	632393	43.2	65.3	22.2*
NORTH CENTRAL	6401	820047	45.2	66.8	21.6*
SOUTH	6699	887499	36.2	60.7	24.5*
WEST	3655	422496	43.4	63.6	20.2*
CURRICULUM:					
GENERAL	7030	905250	41.4	62.2	20.7*
ACADEMIC	8879	1104662	40.0	62.1	22.1*
VOCATIONAL	5511	736890	43.8	69.2	25.4*
COMMUNITY TYPE:					
URBAN	4399	519981	36.2	61.9	25.6*
SUBURBAN	10731	1337398	43.2	66.0	22.8*
RURAL	6419	905056	42.1	62.3	20.1*

Table 7-23

WHEN WAS THE MOST RECENT TIME YOU WORKED FOR PAY, NOT COUNTING WORK AROUND THE HOUSE?
(0=NEVER WORKED FOR PAY; 1=BEFORE LAST SUMMER; 6=LAST WEEK)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	21653	2776795	3.75	2.2	4.22	2.4	2.3	0.5*	**0.2**
SEX:									
MALE	10578	1380564	3.78	2.1	4.33	2.3	2.2	0.6*	**0.2**
FEMALE	11075	1396231	3.72	2.3	4.10	2.4	2.3	0.4*	**0.2**
SES:									
LOW	4857	584331	3.29	2.2	3.71	2.5	2.4	0.4*	**0.2**
MIDDLE	10420	1383342	3.87	2.2	4.37	2.3	2.2	0.5*	**0.2**
HIGH	5652	725055	3.98	2.1	4.41	2.3	2.2	0.4*	**0.2**
RACE:									
WHITE	15806	2175138	3.99	2.1	4.46	2.3	2.2	0.5*	**0.2**
BLACK	2793	344825	2.70	2.2	3.15	2.6	2.4	0.5*	**0.2**
ASIAN-AMERICAN	297	32299	2.69	2.4	3.13	2.6	2.5	0.4	**0.2**
AMERICAN INDIAN	189	23981	3.52	2.1	3.59	2.6	2.4	0.1	**0.0**
MEXICAN-AMERICAN	1532	106164	3.23	2.2	3.69	2.5	2.4	0.5*	**0.2**
PUERTO RICAN	244	24005	2.26	2.0	2.99	2.6	2.3	0.7*	**0.3**
OTHER HISPANIC	757	66589	3.41	2.2	3.91	2.4	2.3	0.5*	**0.2**
SCHOOL TYPE:									
PUBLIC	18755	2503830	3.74	2.2	4.21	2.4	2.3	0.5*	**0.2**
PRIVATE	669	78732	3.74	2.2	3.81	2.5	2.3	0.1	**0.0**
CATHOLIC	2229	194232	3.90	2.2	4.44	2.3	2.3	0.5*	**0.2**
GEOGRAPHIC REGION:									
NORTHEAST	4797	632418	3.83	2.2	4.31	2.3	2.3	0.5*	**0.2**
NORTH CENTRAL	6425	822753	4.02	2.1	4.42	2.3	2.2	0.4*	**0.2**
SOUTH	6701	888900	3.41	2.2	3.97	2.5	2.4	0.6*	**0.2**
WEST	3730	432724	3.83	2.2	4.20	2.4	2.3	0.4*	**0.2**
CURRICULUM:									
GENERAL	7081	911119	3.73	2.2	4.12	2.4	2.3	0.4*	**0.2**
ACADEMIC	8922	1111477	3.79	2.2	4.27	2.4	2.3	0.5*	**0.2**
VOCATIONAL	5529	739327	3.72	2.2	4.26	2.4	2.3	0.5*	**0.2**
COMMUNITY TYPE:									
URBAN	4426	522389	3.31	2.3	3.93	2.5	2.4	0.6*	**0.3**
SUBURBAN	10805	1349806	3.89	2.2	4.37	2.3	2.2	0.5*	**0.2**
RURAL	6422	904600	3.81	2.1	4.15	2.4	2.3	0.3*	**0.2**

Table 7-24

Percent of Students by Type of Work
in Current or Most Recent Job

	1980 Sophomores	1982 Seniors	Difference
Child Care	25.22	8.12	-17.10
Lawn Work	11.26	4.85	- 6.41
Farm Work	8.21	4.47	- 3.74
Food Service	7.60	18.31	+10.71
Other Manual Work	6.87	8.47	+ 1.60
Clerk	4.83	19.12	+14.29
Skilled Labor	2.39	4.13	+ 1.74
Office	2.00	7.74	+ 5.74
Factory	1.34	4.47	+ 3.13
Health Care	0.82	2.58	+ 1.76
Other	17.50	10.79	- 6.71

Because all of the seniors had worked for pay but approximately 12 percent of the sophomores had never worked for pay, the sophomore-to-senior comparisons regarding type of paid work are not entirely comparable. By 1982, when these students were seniors, the most common jobs were food service and clerical work. None of the seniors reported that they had never worked for pay.

The students were asked next about the number of hours they spent working each week. The results are shown in Tables 7-25. The scale extends from 0 = none to 6 = 35 hours or more per week. In 1980 the mean number of hours of work by the sophomores was 2.43, or about 9 hours per week. By 1982 the mean had risen to 3.18, or about 16 hours per week. This significant increase was comparable across all groups of students.

Wage information is presented in Table 7-26. In 1980, the mean wage was $2.51 per hour. By 1982, the mean wage had risen to $3.58 per hour. This increase of more than a dollar an hour is highly significant and occurs in every group. The increase in hourly wages probably represents both changes in the type of work done and inflation during this period.

The students were also asked in 1982 how they used the money they earned. The responses, which are summarized in Table 7-27, were rated on a four-point scale ranging from 0 = none to 3 = most. More detailed tables by classification variables can be found in Appendix E.

Table 7-25

HOW MANY HOURS DO/DID YOU WORK A WEEK ON YOUR CURRENT OR MOST RECENT JOB?
(1=1-4 HOURS PER WEEK; 6=35 HOURS OR MORE PER WEEK)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	14640	1926628	2.43	1.5	3.18	1.4	1.5	0.8*	0.5
SEX:									
MALE	7535	999803	2.71	1.6	3.39	1.5	1.6	0.7*	0.4
FEMALE	7105	926825	2.13	1.4	2.96	1.3	1.4	0.8*	0.6
SES:									
LOW	2918	359996	2.60	1.6	3.22	1.5	1.6	0.6*	0.4
MIDDLE	7318	992156	2.45	1.5	3.23	1.4	1.5	0.8*	0.5
HIGH	3995	524358	2.27	1.4	3.04	1.4	1.4	0.8*	0.6
RACE:									
WHITE	11552	1602559	2.39	1.5	3.18	1.4	1.5	0.8*	0.5
BLACK	1376	172169	2.57	1.7	3.10	1.6	1.6	0.5*	0.3
ASIAN-AMERICAN	144	16467	2.04	1.3	2.98	1.3	1.3	0.9*	0.7
AMERICAN INDIAN	106	14251	2.64	1.6	3.44	1.6	1.6	0.8*	0.5
MEXICAN-AMERICAN	877	63484	2.89	1.7	3.40	1.5	1.6	0.5*	0.3
PUERTO RICAN	118	12067	2.68	1.5	3.36	1.5	1.5	0.7*	0.4
OTHER HISPANIC	448	43524	2.58	1.5	3.19	1.5	1.5	0.6*	0.4
SCHOOL TYPE:									
PUBLIC	12801	1735186	2.45	1.5	3.20	1.5	1.5	0.7*	0.5
PRIVATE	407	53409	2.35	1.6	3.02	1.6	1.6	0.7*	0.4
CATHOLIC	1432	138033	2.15	1.3	2.95	1.2	1.3	0.8*	0.6
GEOGRAPHIC REGION:									
NORTHEAST	3284	452230	2.30	1.5	3.13	1.4	1.4	0.8*	0.6
NORTH CENTRAL	4707	612082	2.46	1.5	3.09	1.4	1.4	0.6*	0.4
SOUTH	4150	559767	2.53	1.6	3.34	1.5	1.6	0.8*	0.5
WEST	2499	302549	2.39	1.5	3.14	1.4	1.5	0.7*	0.5
CURRICULUM:									
GENERAL	4721	620889	2.55	1.6	3.27	1.5	1.5	0.7*	0.5
ACADEMIC	6026	773603	2.26	1.5	2.96	1.4	1.4	0.7*	0.5
VOCATIONAL	3815	522228	2.54	1.6	3.40	1.5	1.5	0.9*	0.6
COMMUNITY TYPE:									
URBAN	2626	324490	2.43	1.5	3.20	1.4	1.5	0.8*	0.5
SUBURBAN	7553	968733	2.35	1.5	3.18	1.4	1.4	0.8*	0.6
RURAL	4461	633405	2.55	1.6	3.17	1.5	1.6	0.6*	0.4

Table 7-26

HOW MUCH DO/DID YOU EARN PER HOUR ON YOUR CURRENT OR MOST RECENT JOB? (1=LESS THAN $1.50 PER HOUR; 8=$4.00 PER HOUR OR MORE)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	14522	1914864	2.51	1.0	3.58	0.9	0.9	1.1*	1.1
SEX:									
MALE	7409	984953	2.89	0.8	3.80	0.9	0.9	0.9*	1.1
FEMALE	7113	929911	2.11	0.9	3.34	0.9	0.9	1.2*	1.4
SES:									
LOW	2891	356167	2.45	0.9	3.42	0.9	0.9	1.0*	1.1
MIDDLE	7240	984043	2.48	1.0	3.55	0.9	0.9	1.1*	1.1
HIGH	4005	526636	2.59	1.0	3.73	0.9	0.9	1.1*	1.2
RACE:									
WHITE	11472	1593941	2.48	1.0	3.57	0.9	0.9	1.1*	1.2
BLACK	1346	168973	2.62	0.9	3.53	0.9	0.9	0.9*	1.0
ASIAN-AMERICAN	143	16526	2.59	1.0	3.84	0.9	0.9	1.2*	1.3
AMERICAN INDIAN	105	14104	2.75	0.9	3.42	1.0	1.0	0.7*	0.7
MEXICAN-AMERICAN	873	63763	2.78	0.9	3.69	0.8	0.9	0.9*	1.1
PUERTO RICAN	121	12734	2.47	0.8	3.55	0.6	0.8	1.1*	1.4
OTHER HISPANIC	443	42718	2.63	0.9	3.72	0.9	0.9	1.1*	1.2
SCHOOL TYPE:									
PUBLIC	12699	1722482	2.51	0.9	3.56	0.9	0.9	1.1*	1.1
PRIVATE	406	54302	2.60	1.0	3.70	1.0	1.0	1.1*	1.1
CATHOLIC	1417	138080	2.49	1.0	3.69	0.9	0.9	1.2*	1.3
GEOGRAPHIC REGION:									
NORTHEAST	3247	448745	2.41	0.9	3.59	0.9	0.9	1.2*	1.3
NORTH CENTRAL	4678	608782	2.44	0.9	3.46	0.9	0.9	1.0*	1.1
SOUTH	4104	555137	2.59	0.9	3.59	0.9	0.9	1.0*	1.1
WEST	2493	302201	2.67	1.0	3.78	0.9	1.0	1.1*	1.2
CURRICULUM:									
GENERAL	4673	615510	2.56	0.9	3.57	0.9	0.9	1.0*	1.1
ACADEMIC	5995	772322	2.46	1.0	3.57	0.9	0.9	1.1*	1.2
VOCATIONAL	3774	516957	2.53	0.9	3.60	0.9	0.9	1.1*	1.2
COMMUNITY TYPE:									
URBAN	2594	321264	2.54	0.9	3.63	0.9	0.9	1.1*	1.2
SUBURBAN	7498	963807	2.52	1.0	3.65	0.9	0.9	1.1*	1.2
RURAL	4430	629793	2.49	0.9	3.44	1.0	1.0	0.9*	1.0

Table 7-27

1982 Students Use of Their Earnings

Buy or do things	1.78
For car expenses	1.19
Save for another purpose	0.85
Save for college/job training	0.76
Use for high school	0.45
Help support family	0.40

There were only minor differences across groups in the most popular use of money, for buying things or doing things. The use of money for car expenses, however, showed a large sex difference (1.42 for males, 0.94 for females), as well as variations across racial/ethnic groups, school type, curriculum, and community type. Females, high SES students, Asian Americans, and academic curriculum students were more likely to be saving money for college than other groups; saving for other purposes showed little variation. Females, low SES students, minorities, and Catholic school students were more likely to use earnings for high school expenses. Low SES students, Blacks, Hispanics, vocational curriculum students, and urban students were most likely to contribute their earnings to support the family.

Next the students were asked to indicate the amount of time spent on training in their current or most recent job. The scale used (see Table 7-28) extends from 0 = almost no time in training to 4 = more than half the time. The mean for the sophomores in 1980 was 0.38, or very little time. By 1982, the mean amount of job training time with 0.65, which indicates that considerably less than a quarter of the time was spent on training. Although the amount of training remained low, the increase is statistically significant and affects almost every group.

Finally, a series of questions was asked to assess the students' attitudes toward work. First, the students were asked if they enjoyed working for pay. As can be seen in Table 7-29, more than 90 percent of the sophomores and almost 93 percent of the seniors indicated that they enjoyed working. The increase from the sophomore to the senior year is statistically significant. By 1982, there was relatively little variation across groups in the enjoyment of work. The responses to the remaining questions about attitudes toward work are summarized in Table 7-30. (Detailed tables by classification variables appear in Appendix E.) As can be seen, most of the students' attitudes toward work became more positive as they became older. The only decline was a comparison of the enjoyability of work and school. All of the changes are significant. By 1982, the majority of seniors felt that their job was not a place to

Table 7-28

AT YOUR CURRENT OR MOST RECENT JOB, ABOUT WHAT PROPORTION OF THE TIME IS (WAS) SPENT ON TRAINING?
(0=ALMOST NO TIME IN TRAINING; 4=MORE THAN HALF THE TIME IN TRAINING)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	14384	1895070	0.38	0.9	0.65	1.0	1.0	0.3*	0.3
SEX:									
MALE	7435	986885	0.46	1.0	0.69	1.1	1.0	0.2*	0.2
FEMALE	6949	908185	0.29	0.8	0.61	1.0	0.9	0.3*	0.4
SES:									
LOW	2836	349977	0.41	0.9	0.72	1.1	1.0	0.3*	0.3
MIDDLE	7194	975647	0.38	0.9	0.66	1.0	1.0	0.3*	0.3
HIGH	3981	522717	0.32	0.8	0.58	1.0	0.9	0.3*	0.3
RACE:									
WHITE	11401	1580491	0.34	0.8	0.62	1.0	0.9	0.3*	0.3
BLACK	1313	165119	0.66	1.2	0.83	1.2	1.2	0.2*	0.1
ASIAN-AMERICAN	144	16568	0.53	1.1	0.57	1.0	1.0	0.0	0.0
AMERICAN INDIAN	108	14537	0.43	0.9	0.95	1.4	1.1	0.5*	0.5
MEXICAN-AMERICAN	850	62060	0.49	1.0	0.70	1.1	1.1	0.2*	0.2
PUERTO RICAN	115	11865	0.67	1.3	0.71	1.1	1.2	0.0	0.0
OTHER HISPANIC	436	42667	0.50	1.0	0.79	1.2	1.1	0.3*	0.3
SCHOOL TYPE:									
PUBLIC	12546	1703134	0.38	0.9	0.66	1.1	1.0	0.3*	0.3
PRIVATE	408	52788	0.32	0.8	0.56	1.0	0.9	0.2*	0.3
CATHOLIC	1430	139148	0.33	0.8	0.56	0.9	0.8	0.2*	0.3
GEOGRAPHIC REGION:									
NORTHEAST	3227	443550	0.35	0.9	0.63	1.0	0.9	0.3*	0.3
NORTH CENTRAL	4667	608934	0.36	0.9	0.64	1.0	0.9	0.3*	0.3
SOUTH	4036	544897	0.42	1.0	0.70	1.1	1.0	0.3*	0.3
WEST	2454	297689	0.38	0.9	0.59	1.0	1.0	0.2*	0.2
CURRICULUM:									
GENERAL	4609	606173	0.38	0.9	0.65	1.0	1.0	0.3*	0.3
ACADEMIC	5977	767984	0.31	0.8	0.54	0.9	0.9	0.2*	0.3
VOCATIONAL	3723	511165	0.47	1.0	0.81	1.2	1.1	0.3*	0.3
COMMUNITY TYPE:									
URBAN	2548	316305	0.45	1.0	0.71	1.1	1.0	0.3*	0.3
SUBURBAN	7425	952059	0.35	0.9	0.63	1.0	0.9	0.3*	0.3
RURAL	4411	626706	0.38	0.9	0.64	1.1	1.0	0.3*	0.3

Table 7-29

I ENJOY WORKING FOR PAY
(PERCENT TRUE)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	19116	2465017	90.2	92.6	2.3*
SEX:					
MALE	9071	1191880	91.0	92.2	1.2*
FEMALE	10045	1273136	89.5	92.9	3.4*
SES:					
LOW	4110	496356	90.5	92.7	2.2*
MIDDLE	9418	1256362	90.5	93.0	2.5*
HIGH	5153	661450	89.6	91.8	2.2*
RACE:					
WHITE	14419	1987996	90.5	92.6	2.1*
BLACK	2191	266856	90.5	93.9	3.4*
ASIAN-AMERICAN	248	26901	82.2	84.2	2.0
AMERICAN INDIAN	144	19058	88.5	92.3	3.8
MEXICAN-AMERICAN	1211	82953	90.5	91.4	1.0
PUERTO RICAN	212	20660	83.4	90.2	6.9
OTHER HISPANIC	663	57615	86.8	92.2	5.4*
SCHOOL TYPE:					
PUBLIC	16463	2210183	90.4	92.6	2.2*
PRIVATE	614	72774	90.6	92.5	1.9
CATHOLIC	2039	182059	88.1	92.4	4.3*
GEOGRAPHIC REGION:					
NORTHEAST	4496	595102	89.7	91.7	2.0*
NORTH CENTRAL	5745	743414	90.5	93.0	2.5*
SOUTH	5671	748611	90.3	93.2	3.0*
WEST	3204	377890	90.5	92.0	1.5
CURRICULUM:					
GENERAL	6177	800053	90.1	92.6	2.5*
ACADEMIC	8138	1019909	89.1	91.5	2.5*
VOCATIONAL	4707	633398	92.3	94.3	2.0*
COMMUNITY TYPE:					
URBAN	3693	441619	89.0	91.7	2.7*
SUBURBAN	9619	1199696	90.3	92.4	2.1*
RURAL	5804	823702	90.8	93.3	2.5*

Table 7-30

Students' Attitudes toward Work
(% Agreeing)

Job...	1980 Sophomores	1982 Seniors	Difference
is not a place where people goof off	84.4	87.1	2.6*
encourages good work habits	71.8	79.5	7.7*
is more enjoyable than school	55.1	50.4	-4.7*
is not done just for the money	36.8	39.7	2.9*
is more important than school	9.5	14.7	5.3*

*Significant difference

"goof off," encouraged good work habits, and was more enjoyable than school. Males, middle SES students, students in the general and vocational curriculum, and rural students were most likely to consider work more important than school. The largest declines in the comparative enjoyability of work and school were found among Puerto Ricans, Asian Americans and Catholic school students. Academic curriculum students reported enjoying work less than did general or vocational curriculum students.

In summary, the students did an increased amount of paid work from their sophomore to their senior years, changed from low paying typical teenage jobs to better paying more adult jobs, worked more hours per week, received slightly more on-the-job training, and developed more positive attitudes toward paid work.

2. TV Watching

Because many critics of the educational system have blamed excessive TV watching for recent declines in student achievement, it was important to determine the amount of time which students spend each day watching TV on weekdays. The results are shown in Table 7-31. The scale ranges from 0 = Don't watch TV during week to 6 = 5 or more hours per day. In 1980, the typical sophomore reported watching TV for about three hours on each school day but, by 1982 when these students were seniors, TV watching was reduced to about two hours per day. This decline affected all groups.

The amount of TV watching declines as SES increases. Blacks report more TV watching than other racial/ethnic groups. Public school students watch more TV than students in private and Catholic schools. TV watching

Table 7-31

DURING WEEK DAYS ABOUT HOW MANY HOURS PER DAY DO YOU WATCH TV?
(0=DON'T WATCH TV DURING WEEK; 6=5 HOURS OR MORE)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	21008	2697071	3.93	1.7	2.99	1.7	1.7	-0.9*	-0.6
SEX:									
MALE	10164	1328652	4.02	1.7	2.99	1.7	1.7	-1.0*	-0.6
FEMALE	10844	1368419	3.86	1.7	2.99	1.7	1.7	-0.9*	-0.5
SES:									
LOW	4679	563235	4.28	1.6	3.38	1.8	1.7	-0.9*	-0.5
MIDDLE	10164	1351041	4.01	1.6	3.02	1.7	1.6	-1.0*	-0.6
HIGH	5531	708724	3.49	1.7	2.58	1.6	1.7	-0.9*	-0.6
RACE:									
WHITE	15459	2126638	3.85	1.7	2.87	1.7	1.7	-1.0*	-0.6
BLACK	2641	326704	4.48	1.6	3.70	1.8	1.7	-0.8*	-0.5
ASIAN-AMERICAN	279	30157	3.76	1.7	2.75	1.6	1.7	-1.0*	-0.6
AMERICAN INDIAN	176	22532	3.93	1.6	3.09	1.8	1.7	-0.8*	-0.5
MEXICAN-AMERICAN	1436	99107	3.97	1.6	3.21	1.8	1.7	-0.8*	-0.4
PUERTO RICAN	242	23842	3.97	1.8	3.33	1.8	1.8	-0.6*	-0.4
OTHER HISPANIC	744	64810	3.96	1.7	2.91	1.8	1.8	-1.1*	-0.6
SCHOOL TYPE:									
PUBLIC	18153	2426951	3.98	1.7	3.03	1.7	1.7	-1.0*	-0.6
PRIVATE	667	78583	3.17	1.9	2.31	1.6	1.7	-0.9*	-0.5
CATHOLIC	2188	191537	3.67	1.7	2.77	1.6	1.7	-0.9*	-0.5
GEOGRAPHIC REGION:									
NORTHEAST	4748	625475	3.83	1.7	2.90	1.7	1.7	-0.9*	-0.6
NORTH CENTRAL	6234	799855	3.89	1.6	2.93	1.7	1.6	-1.0*	-0.6
SOUTH	6485	860307	4.19	1.6	3.27	1.7	1.7	-0.9*	-0.5
WEST	3541	411434	3.65	1.7	2.65	1.7	1.7	-1.0*	-0.6
CURRICULUM:									
GENERAL	6829	881385	4.15	1.6	3.18	1.7	1.7	-1.0*	-0.6
ACADEMIC	8764	1091398	3.65	1.7	2.72	1.6	1.7	-0.9*	-0.6
VOCATIONAL	5293	709282	4.10	1.6	3.15	1.7	1.7	-0.9*	-0.6
COMMUNITY TYPE:									
URBAN	4204	497790	3.96	1.7	3.10	1.8	1.7	-0.9*	-0.5
SUBURBAN	10479	1306940	3.84	1.7	2.84	1.7	1.7	-1.0*	-0.6
RURAL	6325	892341	4.07	1.7	3.13	1.7	1.7	-0.9*	-0.6

was higher in the South than in other regions of the country. Academic curriculum students reported less TV watching than did students in other curricula.

3. Other Activities

The students were asked how often they took part in other out-of-school activities, such as talking with friends, dating, and reading. The results, summarized in Table 7-32, where the frequency scale extends from 0 = rarely or never do to 3 = everyday or almost everyday. Detailed tables by classification variable may be found in Appendix E.

The apparent dramatic increase in frequency of talking with parents is an artifact due to changes in the question. In 1980, the question asked about talking with parents about personal experiences; in 1982, the question said talk with parents (with no specification of the conversation content).

Table 7-32

Frequency of Other Activities

	1980 Sophomores	1982 Seniors	Difference
Talking with friends or on phone	2.45	2.68	0.2*
Thinking or daydreaming alone	1.92	1.99	0.1*
Reading the front page of the newspaper	1.74	1.96	0.2*
Talking with parents (about personal experiences)	1.26	2.43	1.2*
Driving or riding around	1.24	1.72	0.5*
Reading for pleasure	1.22	1.43	0.2*
Going out on dates	1.00	1.56	0.6*

*Significant difference

The students' major out-of-school activity, in both 1980 and 1982, was talking with their friends. The 1980 to 1982 increase was significant Males showed an initial lower level on this, but their greater increase removed the sex differences by 1982. The out-of-school activities which showed the greatest increase between the sophomore and the senior year were going out on dates and driving or riding around. By 1982, there was little variation in these social activities across groups. Students in the academic curriculum were more likely to read newspapers or read for pleasure than students in other curricula. Males were more likely to read the newspaper, females more likely to read for pleasure.

4. Leadership Activities

The seniors were asked in 1982 how often they had engaged in various leadership activities during the year either in school or out. The results are summarized in Table 7-33. Detailed tables appear in Appendix E. The scale ranges from 0 = never to 3 = often.

Table 7-33

Seniors in Leadership Activities

Activity	Mean
Worked with a group on a project with little adult supervision	1.30
Helped plan for a large social event	0.92
Explained or defended a position on an issue before a group	0.79
Headed group problem-solving discussions	0.53
Chaired a meeting	0.43

As can be seen, working on a group project with little adult supervision was the most common form of leadership; chairing a meeting was the least common. Leadership activities increased with SES and tended to be done most often by students in the academic curriculum and by students in private or Catholic schools. Females tended to engage in more leadership activities than males.

5. Parental Monitoring of Students Out-of-School Activities

Because students' out-of-school activities can be influenced by parents, the students were asked, in 1980 and in 1982, if their parents usually knew where they were and what they were doing. The results are summarized in Table 7-34. In 1980, 84.9 percent of the sophomores indicated that their parents almost always knew where they were and what they were doing. By 1982, the percentage of students indicating that their parents knew about their activities had declined significantly to 74.4. Males received less parental monitoring than females in 1980 and, by 1982, this difference had increased. There were no socioeconomic differences in parental monitoring in 1982. Blacks reported less parental monitoring in 1980 than students from other racial/ethnic groups, but by 1982 they were comparable to Asian-Americans and American Indians. Students in the academic curriculum reported more parental monitoring of

Table 7-34

MY PARENTS ALMOST ALWAYS KNOW WHERE I AM AND WHAT I'M DOING
(PERCENT TRUE)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	19612	2516277	84.9	79.4	-5.5*
SEX:					
MALE	9310	1216958	80.3	72.2	-8.1*
FEMALE	10302	1299319	89.2	86.2	-3.0*
SES:					
LOW	4289	514908	82.9	79.1	-3.8*
MIDDLE	9560	1269411	85.4	79.4	-6.0*
HIGH	5229	669929	85.9	80.1	-5.8*
RACE:					
WHITE	14562	2004302	85.8	79.9	-5.9*
BLACK	2342	287961	78.5	74.4	-4.1*
ASIAN-AMERICAN	259	28170	83.0	74.8	-8.2
AMERICAN INDIAN	153	19587	81.2	75.4	-5.8
MEXICAN-AMERICAN	1359	92843	86.2	83.4	-2.9
PUERTO RICAN	220	22010	83.0	80.4	-2.6
OTHER HISPANIC	690	58439	84.9	81.7	-3.2
SCHOOL TYPE:					
PUBLIC	16914	2261756	84.7	79.1	-5.6*
PRIVATE	616	71956	88.0	79.3	-8.7*
CATHOLIC	2082	182565	86.4	83.3	-3.1*
GEOGRAPHIC REGION:					
NORTHEAST	4394	580470	82.6	78.7	-3.9*
NORTH CENTRAL	5870	754236	85.1	78.9	-6.2*
SOUTH	6034	796275	85.8	80.5	-5.3*
WEST	3314	385297	85.9	79.0	-6.9*
CURRICULUM:					
GENERAL	6319	815269	82.1	75.8	-6.3*
ACADEMIC	8348	1039553	88.5	82.9	-5.6*
VOCATIONAL	4847	649253	82.7	78.2	-4.5*
COMMUNITY TYPE:					
URBAN	3866	459631	83.2	78.0	-5.1*
SUBURBAN	9821	1223313	85.3	79.9	-5.4*
RURAL	5925	833333	85.2	79.4	-5.9*

their activities than students in other curricula; the decline in parental monitoring was greatest for students in the general curriculum.

6. Peer Influences

Because peer influences are strong among teenagers, the students were asked a number of questions about their closest friend. Table 7-35 summarizes the description of the students' closest friends. Detailed tables by classification variables can be found in Appendix E.

Table 7-35

Characteristics of Closest Friends
(Percent True)

	1980 Sophomores	1982 Seniors	Difference
Attends classes regularly	93.5	91.8	-1.7*
Is popular with others	88.3	91.3	3.0*
Gets good grades	83.5	87.5	4.0*
Is interested in school	69.8	70.5	0.7
Plans to go to college	67.8	71.6	3.8*

*Significant difference

As can be seen, there was a significant decline in friends attending class regularly. This corresponds with the increased cutting of classes described in the section on attendance. There were significant increases in friends who got good grades, planned to go to college, and were popular. This suggests that, between the sophomore and senior years, students tended to shift their friendships toward academically oriented, popular students.

In summary this section on out-of-school activities shows that the students spent more time as seniors than as sophomores in paid work and in socializing with friends and dating. Seniors received less parental monitoring of their out-of-school activities than sophomores. They also spent less time watching TV.

C. EDUCATIONAL ASPIRATIONS AND PLANS

In this section we will review the students' aspirations and plans for further education as well as factors influencing these plans. The chapter begins by examining the amount of education the students hope to attain. Next, their immediate post-high-school plans are explored. Finally, the extent to which others may have influenced these plans is assessed.

1. Educational Aspirations

Three questions were used to assess the level of the HS&B students' educational aspirations: (1) how far in school they expect to go, (2) the lowest level of education they would find satisfactory, and (3) if they expect to go to college in the future.

Responses to the first of these questions are shown in Table 7-36. The responses are scaled from 1 = less than high school to 5 = graduate degree. In 1980, the mean level of educational aspiration for these sophomores was 3.42, indicating some post-secondary work but not a 4-year college degree. The mean, in 1982, when these students were seniors, showed little change (3.44). There were no significant 1980 to 1982 changes in educational aspirations in any of the classification groups. Students from high SES families, Asian Americans, and students in the academic curriculum had the highest educational aspirations. Aspirations increased with SES and were higher for students in non-public schools. Rural students showed lower aspirations than suburban or urban students.

In 1980, the lowest level of education with which the sophomores said they would be satisfied was 2.84, or completing high school and having some post-secondary education. (See Table 7-37.) By 1982, educational aspirations had increased considerably; the mean for seniors was 3.00 or some post-secondary education. The increase was evident in most classification groups. However, Whites, Blacks, and Mexican Americans were the only racial/ethnic groups to show a statistically significant increase. The highest minimum-level education aspirations were found among high SES students, Asian Americans, students in nonpublic schools, and students in the academic curriculum.

Next, the immediacy of plans to enter post-secondary education was assessed. (See Table 7-38.) The scale used was 0 = No, 1 = Unsure, 2 = Yes, more than one year after high school, 3 = Yes, one year after high school, 4 = Yes, right after high school. In 1980, the mean for sophomores was 2.72, indicating that the typical student planned to delay college entrance for slightly more than one year after high school. By 1982, there was a small shift toward plans to enter college sooner (Mean = 2.84). This shift occurred primarily among middle and high SES students, Whites, public and Catholic school students, academic curriculum students, and students from rural communities. High SES students and students in the academic curriculum were most likely to expect to enter college immediately after high school.

A fourth question, also tapping educational aspirations, was the extent of agreement with the statement "I will be disappointed if I don't graduate from college." The results are shown in Table 7-39. As can be seen, about 66 percent of the students agreed with this statement in 1980 and in 1982. The 0.7 decline was not statistically significant. There were

Table 7-36

AS THINGS STAND NOW, HOW FAR IN SCHOOL DO YOU THINK YOU WILL GET?
(1=LESS THAN HIGH SCHOOL; 5=GRADUATE DEGREE)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	19773	2540656	3.42	1.1	3.44	1.0	1.0	0.0	0.0
SEX:									
MALE	9582	1253507	3.37	1.1	3.41	1.0	1.1	0.0	0.0
FEMALE	10191	1287149	3.47	1.0	3.48	1.0	1.0	0.0	0.0
SES:									
LOW	4291	515903	2.90	1.0	2.94	0.9	0.9	0.0	0.1
MIDDLE	9601	1276833	3.32	1.0	3.35	0.9	1.0	0.0	0.0
HIGH	5360	687045	4.03	0.9	4.02	0.9	0.9	-0.0	-0.0
RACE:									
WHITE	14649	2018221	3.43	1.0	3.46	1.0	1.0	0.0	0.0
BLACK	2412	295100	3.41	1.1	3.44	1.0	1.0	0.0	0.0
ASIAN-AMERICAN	277	29750	4.01	1.0	4.06	0.9	1.0	0.1	0.1
AMERICAN INDIAN	172	21840	3.17	1.2	3.17	1.0	1.1	0.0	0.0
MEXICAN-AMERICAN	1355	93930	3.09	1.1	3.09	1.0	1.0	-0.0	-0.0
PUERTO RICAN	209	20581	3.33	1.1	3.13	1.0	1.1	-0.2	-0.2
OTHER HISPANIC	677	58753	3.37	1.0	3.37	1.0	1.0	-0.0	-0.0
SCHOOL TYPE:									
PUBLIC	17048	2282446	3.36	1.0	3.39	1.0	1.0	0.0	0.0
PRIVATE	636	74567	3.83	1.0	3.95	1.0	1.0	0.1	0.1
CATHOLIC	2089	183643	3.90	0.9	3.93	0.9	0.9	0.0	0.0
GEOGRAPHIC REGION:									
NORTHEAST	4366	577874	3.49	1.1	3.49	1.1	1.1	0.0	0.0
NORTH CENTRAL	5957	763994	3.35	1.0	3.39	1.0	1.0	0.0	0.0
SOUTH	6029	799776	3.37	1.1	3.39	1.0	1.0	0.0	0.0
WEST	3421	399012	3.55	1.0	3.58	1.0	1.0	0.0	0.0
CURRICULUM:									
GENERAL	6305	813837	3.10	1.0	3.12	0.9	1.0	0.0	0.0
ACADEMIC	8450	1055108	4.02	0.9	4.05	0.8	0.9	0.0	0.0
VOCATIONAL	4925	659817	2.86	0.9	2.87	0.8	0.8	0.0	0.0
COMMUNITY TYPE:									
URBAN	3970	470509	3.47	1.1	3.49	1.0	1.0	0.0	0.0
SUBURBAN	9929	1240044	3.52	1.0	3.55	1.0	1.0	0.0	0.0
RURAL	5874	830103	3.24	1.0	3.25	1.0	1.0	0.0	0.0

Table 7-37

WHAT IS THE LOWEST LEVEL OF EDUCATION YOU WOULD BE SATISFIED WITH? (1=LESS THAN HIGH SCHOOL; 5=GRADUATE DEGREE)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS		POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
			MEAN	S.D.	MEAN	S.D.			
TOTAL	18693	2410122	2.84	0.9	3.00	1.0	0.9	0.2*	0.2
SEX:									
MALE	8832	1157276	2.84	0.9	3.02	1.0	1.0	0.2*	0.2
FEMALE	9861	1252846	2.84	0.9	2.98	0.9	0.9	0.1*	0.2
SES:									
LOW	3915	475504	2.48	0.8	2.59	0.8	0.8	0.1*	0.1
MIDDLE	9228	1229380	2.72	0.9	2.89	0.9	0.9	0.2*	0.2
HIGH	5147	658499	3.35	0.9	3.53	0.9	0.9	0.2*	0.2
RACE:									
WHITE	14224	1957747	2.83	0.9	3.00	1.0	0.9	0.2*	0.2
BLACK	2072	252245	2.93	1.0	3.04	1.0	1.0	0.1*	0.1
ASIAN-AMERICAN	252	27032	3.42	1.0	3.66	1.0	1.0	0.2	0.2
AMERICAN INDIAN	144	18283	2.76	0.9	2.80	0.9	0.9	0.0	0.0
MEXICAN-AMERICAN	1130	77554	2.61	0.9	2.78	0.9	0.9	0.2*	0.2
PUERTO RICAN	197	19027	2.92	0.9	2.98	0.9	0.9	0.1	0.1
OTHER HISPANIC	651	55869	2.87	1.0	2.99	1.0	1.0	0.1	0.1
SCHOOL TYPE:									
PUBLIC	16049	2160556	2.80	0.9	2.95	0.9	0.9	0.2*	0.2
PRIVATE	624	71857	3.19	1.0	3.39	1.0	1.0	0.2*	0.2
CATHOLIC	2020	177710	3.16	0.9	3.42	0.9	0.9	0.3*	0.3
GEOGRAPHIC REGION:									
NORTHEAST	4419	584102	2.90	1.0	3.09	1.0	1.0	0.2*	0.2
NORTH CENTRAL	5640	728964	2.75	0.9	2.94	0.9	0.9	0.2*	0.2
SOUTH	5462	721211	2.83	0.9	2.93	1.0	1.0	0.1*	0.1
WEST	3172	375846	2.97	0.9	3.12	0.9	0.9	0.2*	0.2
CURRICULUM:									
GENERAL	5949	772822	2.60	0.8	2.69	0.8	0.8	0.1*	0.1
ACADEMIC	8161	1019025	3.27	0.9	3.54	0.9	0.9	0.3*	0.3
VOCATIONAL	4498	607135	2.43	0.8	2.50	0.7	0.7	0.1*	0.1
COMMUNITY TYPE:									
URBAN	3606	431025	2.90	0.9	3.04	1.0	1.0	0.1*	0.1
SUBURBAN	9471	1178783	2.93	0.9	3.11	1.0	1.0	0.2*	0.2
RURAL	5616	800314	2.68	0.9	2.83	0.9	0.9	0.1*	0.2

Table 7-38

DO YOU PLAN TO GO TO COLLEGE AT SOME TIME IN THE FUTURE?
(0=NO; 4=YES, RIGHT AFTER HIGH SCHOOL)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	19125	2463657	2.72	1.6	2.84	1.6	1.6	0.1*	0.1
SEX:									
MALE	9109	1193459	2.59	1.6	2.67	1.7	1.6	0.1*	0.1
FEMALE	10016	1270198	2.85	1.5	3.00	1.5	1.5	0.1*	0.1
SES:									
LOW	4100	488296	2.03	1.6	2.11	1.7	1.7	0.1	0.0
MIDDLE	9432	1258393	2.62	1.6	2.76	1.6	1.6	0.1*	0.1
HIGH	5238	674977	3.46	1.1	3.57	1.1	1.1	0.1*	0.1
RACE:									
WHITE	14316	1977178	2.71	1.6	2.85	1.6	1.6	0.1*	0.1
BLACK	2207	272072	2.82	1.5	2.83	1.5	1.5	0.0	0.0
ASIAN-AMERICAN	271	29530	3.47	1.1	3.52	1.1	1.1	0.1	0.0
AMERICAN INDIAN	158	20654	2.37	1.5	2.47	1.7	1.6	0.1	0.1
MEXICAN-AMERICAN	1306	88039	2.49	1.5	2.58	1.6	1.6	0.1	0.1
PUERTO RICAN	199	18977	2.71	1.5	2.70	1.6	1.6	-0.0	-0.0
OTHER HISPANIC	644	54338	2.79	1.5	2.74	1.7	1.6	-0.0	-0.0
SCHOOL TYPE:									
PUBLIC	16500	2213351	2.65	1.6	2.76	1.6	1.6	0.1*	0.1
PRIVATE	624	70899	3.26	1.3	3.42	1.3	1.3	0.2	0.1
CATHOLIC	2001	179407	3.36	1.2	3.52	1.2	1.2	0.2*	0.1
GEOGRAPHIC REGION:									
NORTHEAST	4343	573937	2.75	1.6	2.87	1.6	1.6	0.1*	0.1
NORTH CENTRAL	5615	732265	2.60	1.6	2.78	1.7	1.6	0.2*	0.1
SOUTH	5712	754681	2.70	1.6	2.72	1.7	1.6	0.0	0.0
WEST	3455	402774	2.93	1.4	3.13	1.4	1.4	0.2*	0.1
CURRICULUM:									
GENERAL	6144	797055	2.32	1.6	2.41	1.7	1.7	0.1	0.0
ACADEMIC	8225	1029911	3.50	1.1	3.67	0.9	1.0	0.2*	0.2
VOCATIONAL	4662	625051	1.96	1.6	2.03	1.7	1.7	0.1	0.0
COMMUNITY TYPE:									
URBAN	3792	451933	2.81	1.5	2.93	1.5	1.5	0.1	0.1
SUBURBAN	9669	1210482	2.86	1.5	3.02	1.5	1.5	0.2*	0.1
RURAL	5664	801241	2.46	1.6	2.52	1.7	1.7	0.1	0.0

Table 7-39

I WILL BE DISAPPOINTED IF I DON'T GRADUATE FROM COLLEGE (PERCENT TRUE)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	19038	2450269	66.9	66.1	-0.7
SEX:					
MALE	8986	1179917	63.3	62.8	-0.4
FEMALE	10052	1270352	70.2	69.2	-1.0
SES:					
LOW	4861	489469	53.1	51.8	-1.2
MIDDLE	9352	1245700	63.2	63.1	-0.1
HIGH	5201	666238	84.0	82.9	-1.2
RACE:					
WHITE	14346	1973975	65.0	64.8	-0.2
BLACK	2189	266636	78.8	75.5	-3.3
ASIAN-AMERICAN	250	27056	85.7	90.8	5.1
AMERICAN INDIAN	147	19193	54.0	52.7	-1.3
MEXICAN-AMERICAN	1200	81929	65.9	61.9	-4.0
PUERTO RICAN	218	20778	74.3	69.0	-5.2
OTHER HISPANIC	667	57692	68.6	65.5	-3.1
SCHOOL TYPE:					
PUBLIC	16363	2195293	65.6	64.6	-1.0
PRIVATE	629	73261	76.7	76.3	-0.4
CATHOLIC	2046	181714	78.3	80.1	1.8
GEOGRAPHIC REGION:					
NORTHEAST	4455	589219	67.8	69.6	1.8
NORTH CENTRAL	5727	738584	62.1	63.1	1.1
SOUTH	5651	744878	68.1	65.2	-2.8*
WEST	3205	377587	72.3	68.2	-4.1*
CURRICULUM:					
GENERAL	6094	788284	57.9	53.9	-4.0*
ACADEMIC	8244	1029967	84.7	87.1	2.4*
VOCATIONAL	4607	620496	48.9	47.1	-1.8
COMMUNITY TYPE:					
URBAN	3677	438854	72.2	69.6	-2.6
SUBURBAN	9613	1196148	70.1	69.9	-0.2
RURAL	5748	815267	59.2	58.7	-0.5

significant declines for three subgroups--students in the South, students in the West, and students in the general curriculum. Students in the academic curriculum, by contrast, showed a significant increase. Groups agreeing most often with this statement were high SES students, Asian-Americans, Catholic school students, and students in the academic curriculum, all showing agreement of 80 percent or higher.

2. Post-High-School Plans

The students were asked to indicate their primary plans for the year after high school. The primary plans are summarized in Table 7-40. As can be seen the largest group of students, about 57 percent planned to enter some form of post-secondary education. There was, however, a shift between 1980 and 1982 in the type of postsecondary education planned. The major change was a decrease in students planning to enter a four-year college directly after high school and an increase in students planning to enter an academic program in a two-year college directly after high school. The second largest group of students planned to begin paid work

Table 7-40

Percent of Students with Various
Primary Choices for Post-High-School Activity

	1980 Sophomores	1982 Seniors	Difference
Education	56.92	57.19	+0.27
4-Year College	40.42	36.21	-4.21
2-Year College-Academic	6.15	9.92	+3.77
2-Year College-Vocational	4.77	4.65	-0.12
Voc/Tech School	5.58	6.41	+0.83
Work	29.84	32.12	+2.28
Full-Time	26.70	29.74	+3.04
Part-Time	3.14	2.38	-0.76
Other	13.23	10.69	-2.54
Apprenticeship	2.74	2.35	-0.39
Homemaker	1.08	1.22	+0.14
Military Service	3.50	4.03	+0.53
Other	5.91	3.09	-2.82

directly after high school. This group increased from approximately 30 percent of the 1980 sophomores who remained in high school to approximately 32 percent of these students as seniors in 1982. The growth in this group was primarily among students who planned to work full-time after high school.

3. Application to College

The seniors who indicated that they planned to attend college were asked, in 1982, if they had applied for admission to any college and if they had been accepted.

Table 7-41 shows the responses related to college application. The scale ranges from 1 = No, I plan to go later to 6 = Yes, to four or more colleges with 4 = applied to one college and 5 = applied to two or three colleges. The mean of 3.60 indicates that the typical student was planning to attend a college that did not require advanced application for admission. Not surprisingly, high SES students, students in private and Catholic schools, and students in the academic curriculum had mean scores indicating more applications to college than did middle and low SES students, public school students, and students in the general and vocational curriculum. Asian-Americans made more applications than students in other racial/ethnic groups. Students in the Northeast made more applications than students in other regions.

4. Parental Educational Aspirations for Students

The students were asked how far in school their mothers wanted them to go. The results are shown in Table 7-42. As can be seen, there was no significant shift in mothers' aspirations between the students' sophomore and senior years. The mean of 3.88 indicates that mothers wanted the student to obtain some post-secondary education but less than a four-year college degree.

Mothers' educational aspirations increased with SES and were higher for Blacks and Asian-Americans than for students in other racial/ethnic groups. Mothers of students in private and Catholic schools and of students in the academic curriculum had higher aspirations for the student than did mothers of students in public school or in the general and vocational curriculum.

5. Influences on Post-High-School Plans

In 1982, the seniors were asked how much others, including parents, teachers, and friends, had influenced their plans for after high school. The responses were rated on a scale ranging from 1 = not at all to 3 = a great deal. The results are summarized in Table 7-43. Detailed tables by classification variables may be found in Appendix E.

As can be seen, parents exerted the major influence on the seniors plans. The ratings for all others, below the scale mid-point, indicate they had little influence. Parents had more influence on high SES than

Table 7-41

HAVE YOU APPLIED FOR ADMISSION TO ANY COLLEGE OR UNIVERSITY?
(1=NO, I PLAN TO GO TO COLLEGE LATER; 6=YES, TO FOUR OR MORE COLLEGES)

	1982 SENIORS			
	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	16439	1876914	3.60	1.7
SEX:				
MALE	7531	862283	3.57	1.7
FEMALE	8908	1014630	3.63	1.6
SES:				
LOW	2707	282324	2.92	1.6
MIDDLE	7297	855522	3.44	1.6
HIGH	4784	547442	4.26	1.5
RACE:				
WHITE	12248	1509258	3.65	1.6
BLACK	1918	198430	3.49	1.7
ASIAN-AMERICAN	255	25999	4.13	1.5
AMERICAN INDIAN	120	13736	2.96	1.5
MEXICAN-AMERICAN	1006	61611	3.01	1.6
PUERTO RICAN	210	16909	3.34	1.8
OTHER HISPANIC	641	46755	3.34	1.6
SCHOOL TYPE:				
PUBLIC	13911	1655576	3.50	1.7
PRIVATE	657	65022	4.59	1.5
CATHOLIC	1871	156315	4.33	1.4
GEOGRAPHIC REGION:				
NORTHEAST	4035	481830	4.14	1.7
NORTH CENTRAL	4881	559509	3.50	1.6
SOUTH	4465	507588	3.40	1.6
WEST	3058	327986	3.31	1.6
CURRICULUM:				
GENERAL	4832	552399	3.02	1.6
ACADEMIC	8175	919054	4.35	1.4
VOCATIONAL	3351	396954	2.70	1.6
COMMUNITY TYPE:				
URBAN	3463	366034	3.55	1.7
SUBURBAN	8657	960568	3.72	1.7
RURAL	4319	550312	3.44	1.6

Table 7-42

HOW FAR IN SCHOOL DO YOU THINK YOUR MOTHER WANTS YOU TO GO?
(1=LESS THAN HIGH SCHOOL; 5=GRADUATE DEGREE)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	13966	1784579	3.79	1.0	3.80	0.9	0.9	0.0	0.0
SEX:									
MALE	6574	849991	3.78	1.0	3.79	0.9	1.0	0.0	0.0
FEMALE	7392	934588	3.79	0.9	3.81	0.9	0.9	0.0	0.0
SES:									
LOW	2631	315448	3.32	1.1	3.36	1.0	1.0	0.0	0.0
MIDDLE	6792	897574	3.69	1.0	3.70	0.9	0.9	0.0	0.0
HIGH	4299	545262	4.22	0.8	4.22	0.7	0.7	-0.0	-0.0
RACE:									
WHITE	10608	1448324	3.76	1.0	3.77	0.9	0.9	0.0	0.0
BLACK	1569	188990	4.03	1.0	4.03	0.9	0.9	-0.0	-0.0
ASIAN-AMERICAN	209	22170	4.30	0.8	4.33	0.8	0.8	0.0	0.0
AMERICAN INDIAN	102	13606	3.51	1.1	3.55	0.9	1.0	0.0	0.0
MEXICAN-AMERICAN	805	53239	3.57	1.1	3.61	1.0	1.0	0.0	0.0
PUERTO RICAN	149	14038	3.91	1.1	3.76	0.9	1.0	-0.1	-0.2
OTHER HISPANIC	507	42456	3.80	1.0	3.75	1.0	1.0	-0.0	-0.0
SCHOOL TYPE:									
PUBLIC	11827	1585891	3.75	1.0	3.76	0.9	1.0	0.0	0.0
PRIVATE	526	57031	4.07	0.8	4.12	0.8	0.8	0.1	0.1
CATHOLIC	1613	141656	4.13	0.8	4.14	0.8	0.8	0.0	0.0
GEOGRAPHIC REGION:									
NORTHEAST	3338	439995	3.80	1.0	3.80	0.9	1.0	-0.0	-0.0
NORTH CENTRAL	4098	524049	3.67	1.0	3.69	0.9	0.9	0.0	0.0
SOUTH	4187	545379	3.84	1.0	3.85	0.9	1.0	0.0	0.0
WEST	2343	275156	3.89	0.9	3.91	0.9	0.9	0.0	0.0
CURRICULUM:									
GENERAL	4129	527810	3.58	1.0	3.57	0.9	1.0	-0.0	-0.0
ACADEMIC	6649	827674	4.17	0.8	4.21	0.7	0.8	0.0	0.0
VOCATIONAL	3141	423165	3.29	1.0	3.30	0.9	0.9	0.0	0.0
COMMUNITY TYPE:									
URBAN	2724	322257	3.91	1.0	3.91	0.9	0.9	0.0	0.0
SUBURBAN	7206	888131	3.85	1.0	3.88	0.9	0.9	0.0	0.0
RURAL	4036	574191	3.62	1.0	3.61	0.9	1.0	-0.0	-0.0

on low SES students and more influence on students in the academic curriculum than on students in other curricula. Mothers had more influence than did fathers in almost every classification group. Females and minorities were more strongly influenced by same-age friends and relatives than were males and Whites. Teachers and guidance counselors exerted more influence on females, low SES students, and minorities than on other groups. College recruiters influenced high SES students and students in the academic curriculum more than students in other SES groups and other curricula. Military recruiters, in contrast, had more influence on low SES students and on students in the general and vocational curriculum. Minority students were more strongly influenced by both college recruiters and military recruiters than were Whites.

Table 7-43

Mean Influences on Seniors
Post-High-School Plans

Mother	2.31
Father	2.16
Friends/Relatives	1.95
Teachers	1.67
Guidance Counselor	1.63
College Recruiters	1.35
Military Recruiters	1.19

The students were also asked in 1980 and in 1982 what others wanted them to do after high school. The results are summarized in Table 7-44. As can be seen, more than 60 percent of the students indicated, both as sophomores and as seniors, that their parents wanted them to attend college after high school. By their senior year, the majority of students also indicated that their friends or relatives, their teachers, and their guidance counselors also wanted them to attend college. There was a significant decline between the sophomore and senior years in the percentage of students indicating that they did not know what others wished for school plans. The percentage of students indicating that others did not care what they did declined between 1980 and 1982 for parents, friends, and teachers but increased slightly for guidance counselors.

In summary, students educational expectations showed no change between the sophomore and senior years, but aspirations for further education rose. There was a small increase in students' planning to enter post-secondary education directly after high school. There was, however, a shift in the type of education planned, with fewer students choosing to enter four-year colleges and more choosing to enter academic programs in two-year colleges. The typical student was planning to attend a college that did not require advanced application for admission. Parents had the greatest influence on students' post-high school plans.

Table 7-44

Others' Wishes for Students after High School
by Percentage

	College	Full-Time Work	Other	Doesn't Care	Doesn't Know
1980					
Mother	66.97	11.28	8.70	2.51	10.54
Father	61.21	11.21	9.53	3.17	14.87
Friends/Relatives	42.09	10.46	6.49	9.97	30.99
Teacher	33.05	1.30	2.08	7.39	56.18
Guidance Counselor	33.04	1.71	2.82	3.94	58.49
1982					
Mother	66.58	12.19	13.75	2.15	5.33
Father	61.66	12.39	14.15	2.88	8.93
Friends/Relatives	54.93	11.78	9.28	6.99	17.03
Teacher	53.41	2.20	4.22	7.24	32.93
Guidance Counselor	57.98	1.58	5.73	5.24	29.50

D. OCCUPATIONAL ASPIRATIONS AND PLANS

In this section we review the students' occupational aspirations and plans. The section begins with occupational aspirations of the students. Next the factors influencing work decisions are reviewed. Finally, the work plans of students who will begin employment directly after high school are covered.

1. Occupational Aspirations

The students were asked in 1980 and in 1982 to indicate the occupation they wished to have at age 30. The results are summarized in Table 7-45.

Table 7-45

Percentage of Students by Occupational Aspirations as Sophomores and as Seniors

	Prof. 1	Prof. 2	Clerical	Crafts	Technical	Homemaker	Manager	Service	Proprietor	Armed Forces	Farm	Operator	School Teacher	Laborer	Sales	Protective	Not Work
1980	24.96	13.54	9.58	9.14	7.60	4.60	3.89	3.73	3.49	3.43	2.94	2.90	2.66	2.18	1.93	1.65	1.77
1982	27.05	9.85	8.71	7.19	11.44	2.58	7.51	3.89	3.86	2.49	2.17	3.05	3.67	1.67	2.04	2.08	0.74

As can be seen, in 1980 the largest group of students aspired to two groups of professional occupations--Professional 1, which includes jobs such as accountant, nurse, engineer, or social worker, and Professional 2, which includes jobs such as lawyer, physician, scientist, or college teacher. By 1982, aspirations for Professional 1 occupations had increased by 2.09 percentage points while aspirations for Professional 2 occupations had decreased by 3.69 percentage points. Aspirations for technical occupations, such as draftsman or medical technician, rose by 3.84 percentage points from 7.60 percent of the students as sophomores to 11.44 percent as seniors, making this the second most popular occupational choice among the seniors. There was also a considerable increase (3.62 percentage points) in aspirations for managerial occupations.

The cross-tabulations show extensive interaction between the classification variables and occupational aspirations. Males aspired to Professional 2 occupations twice as often as did females in 1982. High SES students, private and Catholic school students, and students in the academic curriculum were the major groups aspiring to professional occupations in 1982. Asian Americans were more likely to have professional aspirations than were students from other racial/ethnic groups.

2. Factors Influencing Occupational Choice

In 1982, the seniors were asked how important various factors were in determining the kind of work they planned to be doing. The results are summarized in Table 7-46. The scale ranges from 1 = not important to 3 = important.

As can be seen, all of these factors had sufficient influence to be above the 2.0 midpoint of this scale. Work that seems important and interesting is clearly the major factor, however. There were small sex differences on several factors, with importance and sociability being ranked more highly by females, and income ranked more highly by males. There were few SES differences. However, low SES students placed less emphasis on choosing work that seems important and interesting and that provides a good income and more emphasis on choosing work in which they had previous experience than did high SES students. Academic curriculum students were more concerned with choosing work that was important and interesting and less concerned with income and previous experience than were general and vocational curriculum students.

Table 7-46

Factors Influencing Seniors' Occupational Choice

	Mean
Work that seems important and interesting	2.80
Meeting and working with sociable, friendly people	2.60
Job permanence and security	2.55
Freedom to make one's own decisions	2.54
Good income	2.38
Previous work experience in area	2.04

3. Work Plans

As indicated in the preceding section, nearly 30 percent of the seniors indicated that they planned full-time work in the year immediately after high school. Students who planned to work full time were asked if they had a definite job lined up. The results are shown in Table 7-47. The scale ranges from 0 = do not plan to work full-time to 4 = I will continue the job I now have. The mean of 1.62 indicates that most of these students had made some inquiries at employment agencies or potential employers but did not have a definite job lined up.

The seniors were also asked if they would be willing to move in order to get a job they wanted. The results are shown in Table 7-48. The scale ranges from 0 = No to 3 = Yes, I would prefer to move away. The mean of 1.91 indicates that the typical student would be willing to move but had a very slight preference for being able to find work in the current community.

In summary, the typical student aspired to a professional occupation and put most emphasis on finding work that would seem important and interesting.

E. VALUES, EXPECTATIONS, AND ATTITUDES

The students were asked a variety of questions about their life values, their expectations relating to work and family, and about other attitudes. These are summarized in this section of the chapter.

1. Life Values

The students were asked in 1980 and in 1982 the importance of a number of life values. The items were rated on a scale ranging from 1 = not important to 3 = very important. The results are summarized in Table 7-49. Detailed tables are given in Appendix E.

Table 7-47

IF YOU PLAN TO WORK FULL-TIME AFTER HIGH SCHOOL, DO YOU HAVE A DEFINITE JOB LINED UP? (0=DO NOT PLAN TO WORK FULL-TIME; 4=YES, I'LL CONTINUE IN A JOB I NOW HAVE)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	21086	2445005	1.62	1.6
SEX:				
MALE	10158	1190004	1.81	1.6
FEMALE	10928	1255002	1.44	1.5
SES:				
LOW	4186	454403	1.92	1.4
MIDDLE	9463	1126479	1.72	1.6
HIGH	5186	599701	1.11	1.5
RACE:				
WHITE	15695	1956108	1.59	1.6
BLACK	2484	266255	1.71	1.4
ASIAN-AMERICAN	286	28766	1.19	1.5
AMERICAN INDIAN	172	19973	2.05	1.4
MEXICAN-AMERICAN	1358	84892	1.92	1.5
PUERTO RICAN	266	22581	1.77	1.4
OTHER HISPANIC	770	60825	1.80	1.5
SCHOOL TYPE:				
PUBLIC	18257	2193505	1.68	1.5
PRIVATE	702	73696	0.98	1.4
CATHOLIC	2127	177805	1.17	1.5
GEOGRAPHIC REGION:				
NORTHEAST	5125	615475	1.42	1.5
NORTH CENTRAL	6333	735097	1.66	1.6
SOUTH	6027	711277	1.73	1.5
WEST	3601	383156	1.65	1.6
CURRICULUM:				
GENERAL	6882	800903	1.89	1.5
ACADEMIC	8727	983743	1.01	1.4
VOCATIONAL	5356	646909	2.20	1.4
COMMUNITY TYPE:				
URBAN	4322	461503	1.64	1.5
SUBURBAN	10587	1194833	1.54	1.6
RURAL	6177	788670	1.72	1.5

Table 7-48

WOULD YOU BE WILLING TO MOVE FROM THIS TOWN OR CITY IN ORDER TO GET A JOB YOU WANT?
(0=NO; 3=YES, I WOULD PREFER TO MOVE AWAY)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	21754	2521302	1.91	0.9
SEX:				
MALE	10519	1232110	1.93	0.9
FEMALE	11235	1289192	1.89	0.9
SES:				
LOW	4316	467882	1.86	0.9
MIDDLE	9765	1163534	1.88	0.9
HIGH	5349	616105	2.01	0.8
RACE:				
WHITE	16114	2008531	1.88	0.9
BLACK	2617	281151	2.09	0.9
ASIAN-AMERICAN	296	29865	1.88	0.8
AMERICAN INDIAN	176	20525	1.99	1.0
MEXICAN-AMERICAN	1415	88016	1.86	0.9
PUERTO RICAN	269	22831	1.86	0.9
OTHER HISPANIC	807	64234	1.87	0.9
SCHOOL TYPE:				
PUBLIC	18811	2258923	1.92	0.9
PRIVATE	735	77187	1.82	0.9
CATHOLIC	2208	185192	1.75	0.9
GEOGRAPHIC REGION:				
NORTHEAST	5289	634770	1.94	0.9
NORTH CENTRAL	6505	753695	1.96	0.9
SOUTH	6265	740459	1.85	0.9
WEST	3695	392377	1.86	0.9
CURRICULUM:				
GENERAL	7077	823772	1.90	0.9
ACADEMIC	9044	1018605	1.98	0.8
VOCATIONAL	5502	664329	1.80	1.0
COMMUNITY TYPE:				
URBAN	4487	478704	1.82	0.9
SUBURBAN	10922	1232771	1.87	0.9
RURAL	6345	809827	2.01	0.9

Table 7-49

Mean Ratings of Life Values

Importance of:	1980 Sophomores	1982 Seniors	Differences
Being successful at work	2.85	2.86	0.01
Being able to find steady work	2.84	2.85	0.01*
Finding the right person to marry and having a happy life	2.80	2.81	0.01
Having strong friendships	2.82	2.79	-0.03*
Having leisure to enjoy interests	2.69	2.69	-0.00
Giving your children better opportunities than you've had	2.67	2.65	-0.02*
Having children	2.24	2.27	0.03
Having lots of money	2.23	2.22	-0.01
Living close to parents/relatives	1.98	1.85	-0.13*
Work to correct social and economic inequities	1.78	1.71	-0.07*
Being a leader in the community	1.65	1.59	-0.06*
Getting away from this area of the country	1.53	1.59	0.03*

*Significant difference

As can be seen, the students placed the highest values, both in 1980 and 1982, on items related to work. Altruistic values, as indicated by items about community leadership and correcting social inequities, were not only ranked low originally but showed a decline between the students' sophomore and senior years. The largest decline, on the item indicating the importance of living close to parents and relatives, is probably a result of increasing independence.

Between 1980 and 1982, males, Blacks, and low SES showed significant increases in the value placed on being successful at work. Low SES students and American Indians placed significantly more value on finding steady work. Females and Blacks also placed significantly more value on finding steady work. Females and Blacks placed significantly more value on having children. Males, Whites, rural students, and students from the North Central region placed significantly more value on getting away from their area of the country. The decreases in the value placed on living close to parents affected most of the classification groups. The decline in the value placed on correcting inequities affected all socioeconomic groups and regions but was significant only for Whites and for public school students. The declining value placed on community leadership was significant for middle and high SES students, Whites, and for public and Catholic school students.

It should be noted that most items received positive evaluations. Only four items had a mean value below the 2.0 midpoint of this scale.

2. Expectations

Next the students were asked a series of questions about the age at which they expected to have a regular job, finish their education, live on their own, marry, and have children and, also, if they ever expected to do these things. The results are summarized in Table 7-50. Detailed tables by classification variable can be found in Appendix E.

Table 7-50

Student Expectations

	Mean Age Expect to...			Ever Expect to...		
	1980 Sophs.	1982 Seniors	Difference	1980 Sophs.	1982 Seniors	Difference
Start first regular job	19.31	19.93	0.6*	98.6	98.8	0.2
Live in own home/ apartment	20.18	20.81	0.6*	98.0	98.5	0.5*
Finish full-time education	21.01	21.20	0.2*	100.0	96.1	-3.9*
Get married	22.89	23.10	0.2*	92.5	94.5	2.0*
Have first child	24.55	24.93	0.4*	89.5	91.4	2.0*

*Significant difference

As can be seen, more than ninety percent of the seniors expect to do all these things. The age at which students expected to accomplish each of these increases significantly, however, between the students' sophomore and senior years. Males, who showed greater increases than females on every item, were the primary contributors to this increase in the age at which students expected to achieve these goals, especially those items relating to marriage and family.

3. Sex Roles

Sex-role attitudes were measured by a set of three questions. The results are summarized in Table 7-51. The detailed tables are in Appendix E. The agree-disagree scales provide a high score if the individual believes that working women can be good mothers and that women are not unhappy if they are employed outside of the home.

Table 7-51

Sex-Role Attitudes

	1980 Sophomores	1982 Seniors	Difference
A working mother can be just as good a mother as one who doesn't work	2.71	2.81	0.1*
It is better if the man achieves and the woman stays home	2.54	2.64	0.1*
Women are happiest when they are making a home and caring for children	2.53	2.70	0.2*

*Significant difference

As can be seen, there was a significant shift between the sophomore and senior years toward higher scale values (agreeing with the first item and disagreeing with the second and third). Females had higher scores than males, both as sophomores and as seniors. Low SES students were more likely to feel that working mothers could be good mothers than were middle and high SES students but less likely to feel that women were happy outside of the home.

4. Self-Concept

Students were asked several questions designed to assess self-concept. These included, in addition to their responses on a six-item self concept scale, responses to seven questions about how other students viewed them, and questions about their attractiveness and popularity.

The responses to the six-item self-concept scale are summarized in Table 7-52. The agree-disagree scale was constructed so that 1 = low self-concept and 4 = high self-concept. The detailed tables may be found in Appendix E.

Table 7-52

Self-Concept

	1980 Sophomores	1982 Seniors	Difference
I feel I am a person of worth	3.23	3.35	0.12*
I am able to do things as well as most people	3.21	3.31	0.11*
I take a positive attitude toward myself	3.20	3.30	0.10*
I do not have much to be proud of	3.20	3.28	0.08*
On the whole, I am satisfied with myself	3.01	3.10	0.09*
At times I think I am no good at all	2.48	2.68	0.20*

*Significant difference

As can be seen, there were significant changes in the direction at more positive self-concept on all items between the sophomore and senior years. Self-concept tended to increase with socioeconomic status, and academic curriculum students tended to have a higher self-concept than students in other curricula.

A second set of questions dealt with how the students felt others saw them. These are summarized in Table 7-53. The items are scaled so that the highest score (3.0) represents feeling that one is viewed positively by others.

As can be seen, the students were most likely to feel that they were not seen as troublemakers and least likely to feel that they were seen as part of the leading crowd. There were small but statistically significant increases between the sophomore and senior years on three items: not being seen as a troublemaker, being seen as important, and being seen as popular. There was a small but significant decrease in the extent to which students felt they were seen as athletes. High SES students and academic curriculum students tended to feel that they were seen more positively by others than did low SES students and students in the general and vocational curriculum.

Table 7-54

I AM POPULAR WITH OTHER STUDENTS IN MY CLASS
(PERCENT TRUE)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	18893	2433412	78.4	84.4	6.0*
SEX:					
MALE	8948	1174770	78.1	84.9	6.8*
FEMALE	9945	1258642	78.7	84.0	5.3*
SES:					
LOW	4064	490870	70.1	77.3	7.2*
MIDDLE	9320	1241659	79.3	85.0	5.7*
HIGH	5085	651355	83.6	89.2	5.6*
RACE:					
WHITE	14212	1957808	78.7	84.5	5.8*
BLACK	2195	267772	80.6	87.7	7.1*
ASIAN-AMERICAN	243	26402	69.2	76.0	6.8
AMERICAN INDIAN	145	18496	72.2	76.7	4.6
MEXICAN-AMERICAN	1194	81935	70.2	76.8	6.6*
PUERTO RICAN	213	20947	71.0	84.7	13.6*
OTHER HISPANIC	662	57042	78.8	83.1	4.3
SCHOOL TYPE:					
PUBLIC	16257	2180603	77.9	84.0	6.1*
PRIVATE	602	71330	83.2	87.4	4.2
CATHOLIC	2034	181478	82.9	88.1	5.2*
GEOGRAPHIC REGION:					
NORTHEAST	4429	585435	80.9	86.7	5.8*
NORTH CENTRAL	5681	733390	76.8	83.3	6.5*
SOUTH	5624	741935	78.7	84.9	6.2*
WEST	3159	372651	77.4	82.3	4.9*
CURRICULUM:					
GENERAL	6083	787160	75.9	81.7	5.8*
ACADEMIC	8088	1012854	82.2	89.0	6.7*
VOCATIONAL	4631	622025	75.4	80.8	5.4*
COMMUNITY TYPE:					
URBAN	3670	438272	78.7	85.2	6.5*
SUBURBAN	9501	1183394	78.9	84.2	5.3*
RURAL	5722	811747	77.6	84.4	6.8*

Table 7-55

OTHERS THINK OF ME AS PHYSICALLY UNATTRACTIVE
(PERCENT FALSE)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	18715	2407913	83.4	89.3	5.9*
SEX:					
MALE	8855	1161167	82.4	88.6	6.1*
FEMALE	9860	1246746	84.2	90.0	5.7*
SES:					
LOW	4012	483786	79.4	85.3	5.9*
MIDDLE	9218	1227020	83.0	89.6	6.6*
HIGH	5064	647970	86.9	91.6	4.7*
RACE:					
WHITE	14092	1939467	83.0	89.5	6.4*
BLACK	2189	265923	86.1	89.4	3.2*
ASIAN-AMERICAN	233	25219	85.5	90.6	5.1
AMERICAN INDIAN	142	18426	80.1	82.0	1.9
MEXICAN-AMERICAN	1159	78966	81.5	86.8	5.3*
PUERTO RICAN	214	20628	84.8	87.2	2.4
OTHER HISPANIC	657	56273	85.0	89.5	4.5
SCHOOL TYPE:					
PUBLIC	16092	2159495	83.1	89.0	6.0*
PRIVATE	607	70674	87.7	93.4	5.7*
CATHOLIC	2016	177745	85.5	91.0	5.4*
GEOGRAPHIC REGION:					
NORTHEAST	4379	576628	84.5	90.3	5.8*
NORTH CENTRAL	5626	725505	82.2	88.5	6.2*
SOUTH	5587	736414	83.4	89.0	5.6*
WEST	3123	369366	83.8	90.0	6.2*
CURRICULUM:					
GENERAL	6000	775877	81.0	87.9	6.9*
ACADEMIC	8035	1002994	85.8	91.2	5.5*
VOCATIONAL	4587	617476	82.6	87.9	5.3*
COMMUNITY TYPE:					
URBAN	3625	431532	85.4	89.4	4.0*
SUBURBAN	9417	1170657	84.1	90.4	6.2*
RURAL	5673	805724	81.2	87.7	6.5*

Table 7-56

WHATEVER YOUR PLANS, DO YOU THINK YOU HAVE THE ABILITY TO COMPLETE COLLEGE?
(1=DEFINITELY NOT; 5=YES, DEFINITELY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	19172	2470999	4.03	1.0	4.28	0.9	1.0	0.3*	0.3
SEX:									
MALE	9082	1192142	4.00	1.0	4.23	1.0	1.0	0.2*	0.2
FEMALE	10090	1278857	4.06	0.9	4.33	0.9	0.9	0.3*	0.3
SES:									
LOW	4072	493307	3.61	1.1	3.91	1.1	1.1	0.3*	0.3
MIDDLE	9398	1250841	3.99	1.0	4.26	0.9	0.9	0.3*	0.3
HIGH	5250	673548	4.44	0.8	4.62	0.7	0.7	0.2*	0.3
RACE:									
WHITE	14510	1997851	4.03	1.0	4.29	0.9	1.0	0.3*	0.3
BLACK	2185	266273	4.12	1.0	4.31	0.9	0.9	0.2*	0.2
ASIAN-AMERICAN	256	27443	4.29	0.8	4.51	0.7	0.8	0.2	0.3
AMERICAN INDIAN	151	19443	3.69	1.0	4.08	1.1	1.0	0.4	0.4
MEXICAN-AMERICAN	1175	80499	3.80	1.0	3.97	1.0	1.0	0.2*	0.2
PUERTO RICAN	205	19395	3.92	1.0	4.14	1.0	1.0	0.2	0.2
OTHER HISPANIC	663	57152	3.91	1.1	4.18	1.0	1.0	0.3*	0.3
SCHOOL TYPE:									
PUBLIC	16476	2216037	4.00	1.0	4.25	0.9	1.0	0.3*	0.3
PRIVATE	637	74060	4.34	0.8	4.58	0.8	0.8	0.2*	0.3
CATHOLIC	2059	180902	4.28	0.8	4.54	0.7	0.8	0.3*	0.3
GEOGRAPHIC REGION:									
NORTHEAST	4536	599265	4.05	1.0	4.32	0.9	1.0	0.3*	0.3
NORTH CENTRAL	5770	745149	3.94	1.0	4.24	0.9	1.0	0.3*	0.3
SOUTH	5639	744435	4.03	1.0	4.24	0.9	1.0	0.2*	0.2
WEST	3227	382151	4.15	0.9	4.38	0.8	0.9	0.2*	0.3
CURRICULUM:									
GENERAL	6139	795632	3.76	1.1	4.04	1.0	1.0	0.3*	0.3
ACADEMIC	8292	1035577	4.46	0.7	4.67	0.6	0.7	0.2*	0.3
VOCATIONAL	4646	627752	3.66	1.1	3.95	1.0	1.0	0.3*	0.3
COMMUNITY TYPE:									
URBAN	3722	443363	4.08	1.0	4.29	0.9	0.9	0.2*	0.2
SUBURBAN	9681	1206177	4.11	1.0	4.34	0.9	0.9	0.2*	0.3
RURAL	5769	821459	3.88	1.1	4.18	1.0	1.0	0.3*	0.3

Table 7-53

Perceptions of Others

	1980 Sophomores	1982 Seniors	Difference
Do other students see you as...			
A troublemaker	2.72	2.80	0.08*
A good student	2.23	2.24	0.01
Socially active	1.98	1.96	-0.02
Important	1.96	1.99	0.03*
Popular	1.95	2.00	0.05*
An athlete	1.84	1.74	-0.10*
Part of the leading crowd	1.80	1.81	0.01

*Significant difference

Three other items which relate to self-concept have to do with popularity, attractiveness, and ability. The results for these items are shown in Tables 7-54 to 7-56.

As can be seen, students showed significant increases between their sophomore and senior years toward more positive self-concept on each of these items. In 1980, 78.4 percent of the sophomores said they were popular with other students; by 1982, 84.4 percent of these students, now seniors, felt they were popular. In 1980, 83.4 percent of the sophomores said they were not seen as unattractive; by 1982 this had increased to 89.3 percent. In 1980, the typical sophomore felt that she/he probably had the ability to complete college (mean 4.03); by 1982 this mean had increased to 4.28, a difference of .30 scale points or .3 of the standard deviation. Again we find higher self-concept among high SES and academic curriculum students.

Taken together these two sets of items show an increase in positive self-concept as the students move from their sophomore to their senior year in high school.

5. Locus of Control

The final set of attitude variables has to do with locus of control, or the extent to which individuals feel able to control their own destiny. This construct was measured by a six-point scale. The scale was constructed so that 1 = external locus of control or a feeling that others control one's life and 4 = internal locus of control or a feeling of being able to control what happens to oneself. The results are summarized in Table 7-57.

Table 7-57

Locus of Control

	1980 Sophomores	1982 Seniors	Difference
Good luck is more important than hard work for success	3.13	3.18	0.05*
Planning only makes a person unhappy	3.03	3.06	0.03*
What happens to me is my own doing	2.98	3.05	0.07*
When I make plans, I am almost certain I can make them work	2.93	3.03	0.10*
When I try to get ahead, somebody stops me	2.79	2.86	0.07*
People who accept their condition in life are happier than those who try to change	2.47	2.67	0.20*

*Significant difference

As can be seen, there were significant increases for those students between 1980 and 1982 toward more internalized locus of control. As was the case with self-concept, more internalized locus of control was found among high SES and academic curriculum students.

6. Other Attitudes

Students were also asked several questions about their attitudes toward school and certain subjects. Table 7-58 shows the extent of agreement with the statement "I like to work hard in school." Approximately 56 percent of the students responded true to this statement. As can be seen, although there was no significant sophomore-to-senior-year change for all students, this average masks a considerable sex difference in responses. Sophomore males had a lower agreement level than sophomore females. In addition, there was a significant decline in males agreeing with this item between the sophomore and senior years while females showed a significant increase.

Table 7-58

I LIKE TO WORK HARD IN SCHOOL
(PERCENT TRUE)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	19078	2456884	56.1	56.1	-0.0
SEX:					
MALE	9019	1183939	49.1	46.6	-2.5*
FEMALE	10059	1272946	62.6	64.9	2.3*
SES:					
LOW	4091	493325	55.8	58.1	2.2
MIDDLE	9402	1252874	54.8	54.5	-0.3
HIGH	5162	661521	58.7	57.4	-1.3
RACE:					
WHITE	14370	1979862	53.6	53.6	-0.0
BLACK	2195	267456	71.3	71.0	-0.3
ASIAN-AMERICAN	245	26474	68.9	70.3	1.4
AMERICAN INDIAN	147	19162	59.6	59.5	-0.2
MEXICAN-AMERICAN	1214	83015	59.9	62.7	2.9
PUERTO RICAN	213	20778	60.9	55.8	-5.1
OTHER HISPANIC	668	57751	56.1	55.3	-0.8
SCHOOL TYPE:					
PUBLIC	16408	2201277	56.1	56.2	0.0
PRIVATE	622	73417	56.3	53.1	-3.2
CATHOLIC	2048	182190	55.7	56.2	0.4
GEOGRAPHIC REGION:					
NORTHEAST	4476	591917	52.8	52.4	-0.3
NORTH CENTRAL	5738	741775	53.6	54.4	0.8
SOUTH	5675	748048	59.9	59.0	-1.0
WEST	3189	375144	58.7	59.4	0.7
CURRICULUM:					
GENERAL	6144	794285	47.6	45.3	-2.4
ACADEMIC	8181	1024212	65.6	65.6	-0.0
VOCATIONAL	4658	626622	51.4	54.1	2.7
COMMUNITY TYPE:					
URBAN	3700	440209	62.5	61.3	-1.2
SUBURBAN	9597	1195972	55.2	54.8	-0.4
RURAL	5781	820704	54.1	55.2	1.1

Table 7-59

I AM INTERESTED IN SCHOOL
(PERCENT TRUE)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	19808	2546614	79.2	75.2	-4.0*
SEX:					
MALE	9443	1237681	75.4	70.9	-4.4*
FEMALE	10365	1308934	82.8	79.1	-3.7*
SES:					
LOW	4310	518083	76.2	74.4	-1.9
MIDDLE	9701	1291519	78.2	73.6	-4.6*
HIGH	5319	681032	83.7	79.2	-4.5*
RACE:					
WHITE	14789	2036625	77.8	73.4	-4.3*
BLACK	2345	288366	87.4	84.6	-2.8*
ASIAN-AMERICAN	265	28642	88.8	83.0	-5.8
AMERICAN INDIAN	156	19886	72.7	70.2	-2.4
MEXICAN-AMERICAN	1308	88706	83.3	79.9	-3.5
PUERTO RICAN	218	20969	83.9	78.3	-5.6
OTHER HISPANIC	698	60409	77.8	77.9	0.1
SCHOOL TYPE:					
PUBLIC	17077	2286299	79.1	74.9	-4.2*
PRIVATE	636	73742	79.9	81.9	2.0
CATHOLIC	2095	186573	80.8	76.2	-4.6*
GEOGRAPHIC REGION:					
NORTHEAST	4550	600393	75.2	73.0	-2.2
NORTH CENTRAL	5864	756291	78.3	74.7	-3.6*
SOUTH	6013	794831	81.3	76.9	-4.4*
WEST	3381	395099	82.7	75.7	-7.0*
CURRICULUM:					
GENERAL	6393	826353	72.6	66.2	-6.4*
ACADEMIC	8437	1054206	87.5	85.2	-2.3*
VOCATIONAL	4879	653727	74.2	70.3	-3.8*
COMMUNITY TYPE:					
URBAN	3865	459257	82.1	77.1	-5.0*
SUBURBAN	9957	1242364	79.3	75.1	-4.2*
RURAL	5986	844993	77.5	74.2	-3.3*

The students were asked, as sophomores and as seniors, if they agreed with the statement "I am interested in school." The results are shown in Table 7-59. Approximately three-quarters of the seniors agreed with this statement. As can be seen, there was a slight but significant decrease in interest between the sophomore and senior years. This decline in interest was greatest among middle and high SES students, students in public and Catholic schools, students from the West, students from urban communities, and students enrolled in the general curriculum. Females and minority students tended to indicate more interest in school than males and Whites. However, interest in school increased with higher SES. Academic curriculum students reported more interest in school than did general or vocational curriculum students.

The students were asked in 1980 if they found English and mathematics courses interesting and if they felt that these courses would be useful in their futures. The results are summarized in Tables 7-60 and 7-61. More detailed results are given in Appendix E. These tables are included here, rather than in the dropout chapter because of their relevance for in-school subjects.

Table 7-60

Courses Useful in Future

	All	All	Stayers			All	Dropouts		
	Sophs.	Stayers	Acad.	Gen.	Voc.	Dropouts	Acad.	Gen.	Voc.
Mathematics	59.4	61.0	67.1	58.0	57.2	50.8	57.8	49.6	51.9
English/ Literature	56.0	57.4	62.4	55.5	53.3	48.6	51.8	49.2	47.9

Table 7-61

Courses Interesting

	All	All	Stayers			All	Dropouts		
	Sophs.	Stayers	Acad.	Gen.	Voc.	Dropouts	Acad.	Gen.	Voc.
English/ Literature	32.4	32.3	35.0	30.7	29.9	33.0	30.9	33.9	33.5
Mathematics	32.0	32.8	39.4	30.0	27.9	27.8	34.4	29.0	22.6

As can be seen, more than half of all sophomores felt that mathematics and English courses could be useful in the future. However, only about a third of all sophomores found these courses interesting. Students who stayed in school were more likely to feel that math and English would be useful than were students who became dropouts. Students who stayed in school also found mathematics, but not English, more interesting than did those who later dropped out.

Among the students who remained in school, academic students were more likely to feel that English and mathematics would be useful in the future than were students in the general or vocational curriculum. Academic students also found these courses more interesting than did general or voational students.

The students were also asked in 1980 several questions exploring how they felt about their English and mathematics classes. The results are shown in Tables 7-62 and 7-63. The scores are the total of positive responses to the four items related to each course area (at ease in class, not tense, not scared, do not dread).

As can be seen, students who remained in school had significantly more positive feelings about English and mathematics classes than did the students who became dropouts. Females had more positive feelings about English than did males but less positive feelings toward mathematics. Feelings became more positive with increasing SES and were more positive in the academic than the general or vocational curriculum. Hispanic students had less positive feelings about English than did Whites or Blacks. Asian Americans had more positive feelings toward mathematics than did students from other racial/ethnic groups.

In summary, this section shows that students placed higher values on success at work than on altruistic achievement. It also shows that the typical senior expected to start a regular job before age 20, live in her/his own home or apartment about age 21, finish his/her full-time education before age 22, marry at about age 23, and have a child before age 25. Between their sophomore and senior years, the students' sex role attitudes changed significantly and there were also significant changes toward more positive self concept and more internalized locus of control. Students interest in school declined between their sophomore and senior years.

Table 7-62

FEELINGS ABOUT ENGLISH CLASSES
(COUNT OF AT EASE; NOT TENSE; NOT SCARED; NOT DREAD CLASS)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	24930	3278	2.85	1.3	22591	2777	2.90	1.3	2339	501	2.54	1.4	-0.36*	-0.28
SEX:														
MALE	12317	1648	2.71	1.3	11112	1382	2.77	1.3	1205	266	2.42	1.4	-0.35*	-0.26
FEMALE	12613	1630	2.99	1.3	11479	1395	3.04	1.2	1134	235	2.68	1.4	-0.36*	-0.26
SES:														
LOW	6046	776	2.66	1.3	5099	588	2.72	1.3	947	188	2.47	1.4	-0.25*	-0.18
MIDDLE	11747	1581	2.85	1.3	10827	1376	2.88	1.3	920	204	2.61	1.4	-0.27*	-0.20
HIGH	6140	787	3.10	1.2	5897	726	3.12	1.2	243	61	2.79	1.4	-0.34	-0.28
RACE:														
WHITE	17810	2513	2.86	1.3	16421	2170	2.91	1.3	1389	344	2.50	1.4	-0.41*	-0.31
BLACK	3325	423	2.94	1.2	2925	344	2.97	1.2	400	79	2.80	1.2	-0.18	-0.15
ASIAN-AMERICAN	326	35	2.75	1.3	308	32	2.74	1.3	18	2	2.83	1.0	0.09	0.07
AMERICAN INDIAN	256	33	2.63	1.3	201	24	2.78	1.3	55	9	2.23	1.4	-0.55	-0.43
MEXICAN-AMERICAN	1885	142	2.71	1.3	1612	108	2.76	1.3	273	34	2.54	1.4	-0.21	-0.17
PUERTO RICAN	331	36	2.58	1.3	261	25	2.61	1.3	70	11	2.50	1.2	-0.11	-0.09
OTHER HISPANIC	907	84	2.66	1.3	792	67	2.69	1.3	115	17	2.57	1.3	-0.12	-0.09
SCHOOL TYPE:														
PUBLIC	21850	2983	2.83	1.3	19604	2504	2.89	1.3	2246	480	2.53	1.4	-0.36*	-0.28
PRIVATE	722	93	2.96	1.3	692	79	2.98	1.3	30	14	2.87	1.4	-0.11	-0.08
CATHOLIC	2358	202	3.03	1.3	2295	194	3.04	1.3	63	8	2.70	1.2	-0.33	-0.26
GEOGRAPHIC REGION:														
NORTHEAST	5408	718	2.97	1.3	5015	635	3.01	1.2	393	83	2.68	1.4	-0.33*	-0.27
NORTH CENTRAL	7229	935	2.82	1.4	6667	817	2.87	1.3	562	119	2.49	1.4	-0.38*	-0.28
SOUTH	7916	1088	2.76	1.3	6979	887	2.83	1.3	937	202	2.46	1.4	-0.38*	-0.29
WEST	4377	536	2.90	1.3	3930	438	2.95	1.3	447	97	2.66	1.4	-0.29*	-0.23
CURRICULUM:														
GENERAL	10983	1479	2.75	1.4	9734	1208	2.80	1.3	1249	271	2.54	1.4	-0.26*	-0.19
ACADEMIC	8547	1052	3.12	1.2	8263	988	3.15	1.2	284	64	2.75	1.5	-0.40*	-0.33
VOCATIONAL	4897	682	2.66	1.3	4192	535	2.71	1.3	705	147	2.49	1.3	-0.22	-0.17
COMMUNITY TYPE:														
URBAN	5309	662	2.94	1.3	4637	525	2.99	1.3	672	137	2.74	1.3	-0.25*	-0.20
SUBURBAN	12277	1563	2.90	1.3	11320	1355	2.96	1.3	957	208	2.51	1.4	-0.45*	-0.35
RURAL	7344	1052	2.72	1.4	6634	896	2.77	1.3	710	156	2.41	1.4	-0.36*	-0.27

NOTE: WEIGHTED N IS IN THOUSANDS

Table 7-63

FEELINGS ABOUT MATHEMATICS CLASSES
(COUNT OF AT EASE; NOT TENSE; NOT SCARED; NOT DREAD CLASS)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	24712	3249	2.74	1.4	22418	2756	2.76	1.4	2294	493	2.59	1.4	-0.17*	-0.12
SEX:														
MALE	12206	1634	2.85	1.3	11014	1370	2.89	1.3	1192	264	2.65	1.3	-0.25*	-0.19
FEMALE	12506	1615	2.62	1.4	11404	1385	2.63	1.4	1102	229	2.53	1.5	-0.10	-0.07
SES:														
LOW	5979	767	2.68	1.4	5049	583	2.70	1.4	930	185	2.62	1.4	-0.08	-0.06
MIDDLE	11648	1566	2.74	1.4	10745	1366	2.76	1.4	903	200	2.55	1.5	-0.21	-0.15
HIGH	6114	785	2.81	1.4	5872	723	2.81	1.4	242	61	2.73	1.3	-0.08	-0.06
RACE:														
WHITE	17654	2492	2.75	1.4	16292	2153	2.77	1.4	1362	339	2.59	1.4	-0.18*	-0.13
BLACK	3294	419	2.74	1.3	2903	342	2.75	1.3	391	77	2.67	1.3	-0.08	-0.06
ASIAN-AMERICAN	326	35	2.91	1.2	308	32	2.90	1.3	18	2	2.99	1.0	0.08	0.07
AMERICAN INDIAN	252	33	2.62	1.3	197	24	2.69	1.2	55	9	2.42	1.3	-0.27	-0.22
MEXICAN-AMERICAN	1865	140	2.62	1.3	1600	107	2.61	1.3	265	33	2.64	1.3	0.03	0.02
PUERTO RICAN	329	35	2.50	1.3	261	25	2.55	1.3	68	11	2.40	1.3	-0.14	-0.11
OTHER HISPANIC	902	84	2.64	1.4	786	66	2.67	1.4	116	18	2.55	1.3	-0.12	-0.08
SCHOOL TYPE:														
PUBLIC	21646	2956	2.74	1.4	19443	2484	2.76	1.4	2203	472	2.59	1.4	-0.18*	-0.13
PRIVATE	718	92	2.82	1.4	688	78	2.85	1.4	30	14	2.63	1.3	-0.22	-0.16
CATHOLIC	2348	201	2.69	1.4	2287	194	2.68	1.4	61	7	2.95	1.1	0.26	0.19
GEOGRAPHIC REGION:														
NORTHEAST	5368	712	2.85	1.3	4986	631	2.86	1.4	382	81	2.83	1.3	-0.02	-0.02
NORTH CENTRAL	7144	924	2.71	1.4	6598	808	2.73	1.4	546	116	2.60	1.4	-0.13	-0.09
SOUTH	7858	1080	2.68	1.4	6929	881	2.72	1.4	929	199	2.51	1.4	-0.21*	-0.16
WEST	4342	532	2.73	1.4	3905	436	2.77	1.4	437	96	2.55	1.4	-0.21	-0.15
CURRICULUM:														
GENERAL	10879	1466	2.68	1.4	9653	1197	2.69	1.4	1226	268	2.63	1.4	-0.06	-0.04
ACADEMIC	8520	1048	2.86	1.4	8240	986	2.87	1.4	280	63	2.68	1.4	-0.19	-0.14
VOCATIONAL	4824	671	2.68	1.4	4133	528	2.73	1.3	691	143	2.50	1.4	-0.23	-0.17
COMMUNITY TYPE:														
URBAN	5267	656	2.73	1.4	4610	522	2.78	1.4	657	135	2.56	1.4	-0.22	-0.16
SUBURBAN	12173	1549	2.77	1.4	11235	1345	2.78	1.4	938	204	2.65	1.4	-0.14	-0.10
RURAL	7272	1043	2.69	1.4	6573	889	2.72	1.4	699	154	2.55	1.4	-0.17	-0.12

NOTE: WEIGHTED N IS IN THOUSANDS

Chapter 8

THE DROPOUTS VERSUS SCHOOL STAYERS

This chapter begins by examining the reasons given by the dropouts for leaving school and a summary of their activities from 1980 to 1982. Next we contrast school stayers and dropouts with respect to their questionnaire responses in the following areas: (1) post-high school plans and aspirations, (2) school attitudes and behaviors, (3) behaviors outside of school, and (4) attitudes towards self and society. Contrasts between school stayers and dropouts with respect to demographics and family variables have been discussed in Chapter 2. Comparisons between school stayers and dropouts with respect to cognitive and life skill outcomes have been presented in Chapter 6.

Tables contrasting dropouts and stayers are presented only for those contrasts which are considered important and where the differences are statistically significant and also have an effect size equal to or greater than ten percent of a standard deviation for continuous variables. Where the variables are reported in terms of percentages, the difference must be statistically significant and show at least a five percentage point differential.

A. REASONS FOR LEAVING SCHOOL

Table 8-1 summarizes the reasons given by dropouts for leaving school. In the total sample the predominant reasons for leaving school were poor grades and dislike of schooling. A sizeable percentage also left school because they were offered a job and chose to work. Next in line of importance were marriage and problems getting along with teachers. It is interesting to note that not getting along with other students was a rarely mentioned reason for dropping out.

Inspection of male-female differences with respect to the dominant reasons for dropping out suggests that males are more likely to leave because: (1) they had poor grades, (2) they did not like school, (3) they were offered a job and chose to work, and (4) they could not get along with their teachers. Females are more likely than males to leave because (1) they did not like school, (2) they planned to marry, (3) they had poor grades, and (4) pregnancy. In summary, males' reasons for leaving tend to be related to performance (grades) and to behavior (expulsion or inability to get along with teachers). Females leave for performance reasons and marital and/or pregnancy problems.

Approximately 38 percent of the dropouts said that they felt leaving school had been a good decision for them; 42 percent felt it had not been a good decision and 20 percent were not sure whether it was a good or a bad decision.

Table 8-1

Reasons Given by Dropouts for Leaving School

Reasons for Leaving	Total Percent	Males Percent	Females Percent
Expelled or Suspended	9.5	13.0	5.3
Getting Married	17.8	6.8	30.7
Pregnancy	10.9	--	23.4
Poor Grades	33.0	35.9	29.7
Support Their Families	11.1	13.6	8.3
Offered A Job and Chose to Work	19.5	26.9	10.7
Entered Military	4.3	7.2	.8
Too Far to Go to School	3.6	2.2	5.3
Did Not Like School	33.1	34.8	31.1
School Grounds Too Dangerous	2.3	2.7	1.7
Wanted to Travel	6.8	7.0	6.5
Friends Dropping Out	4.6	6.5	2.3
Could Not Get Program I Wanted	6.1	7.5	4.5
Illness or Disability	5.5	4.6	6.5
Could Not Get Along with Teachers	15.5	20.6	9.5
Could Not Get Along with Other Students	5.6	5.4	5.9

B. 1980-1982 ACTIVITIES

The dropouts were asked at the time of the 1982 follow-up to indicate their current activities. Forty-seven percent said they were working for pay either full-time or part-time, 29 percent said they were looking for work, 16 percent said they were homemakers, 4 percent reported being in military service, 6 percent said they were on temporarily layoff from a job or waiting to start a job, and nine percent said they were "taking a break from school." Fifty-six percent said they had done some kind of work for pay during the week preceding the follow-up. Only 5 percent had never worked for pay since dropping out of high school. Of those who had ever been employed, food service jobs were the most common, reported by 18 percent. Ten percent had held jobs in manual labor and ten percent had held sales jobs.

Table 8-2 summarizes the training and education activities of the dropouts since high school. Twenty-one percent of the dropouts indicated that they had participated in some kind of noncredit education or training program since leaving high school. The largest numbers were enrolled in a GED program or were involved in on-the-job-training. Twelve percent of the dropouts said they were being trained for a specific type of work.

In addition to the training described above, some dropouts had also received more formal education. Seventeen percent indicated that they had received academic tutoring or had taken remedial courses. Seventeen percent of the dropouts also indicated that they had enrolled in an educational institution since they dropped out of high school. The largest number (approximately ten percent of all dropouts) had taken courses at a vocational, trade or business school; approximately five percent of the dropouts had enrolled in courses at a junior or community college.

Table 8-2

Dropout Participation in Training, 1980 to 1982

	All Dropouts	Males	Females
Participated in some form of job training or noncredit education	21.1%	24.6%	17.0%
Type of education/training			
GED program	8.3	9.7	6.6
On-the-job training	7.9	9.3	6.3
Employer provided instruction	2.2	2.1	2.3
Apprenticeship	0.6	1.0	0.1
Manpower development	1.2	2.2	0.1
Work incentive (WIN)	0.4	0.6	0.2
Neighborhood Youth Corps	1.5	1.8	1.1
CETA	2.0	2.3	1.6
Other education and training	2.5	1.8	3.3
Correspondence course	1.1	0.7	1.7
Noncredit courses for enrichment	1.5	2.1	0.7
Other programs	1.0	0.9	1.2

The type of educational training categories are not mutually exclusive and thus the percentages are not strictly additive.

C. EDUCATIONAL PLANS AND ASPIRATIONS

This section and those which follow it compare the dropouts and stayers on several critical dimensions. Tables 8-3 and 8-4 present contrasts between school stayers and dropouts with respect to educational plans (Table 8-3) and the "lowest level of education you would be satisfied with" (Table 8-4). Inspection of Tables 8-3 and 8-4 indicate that levels of education planned and educational aspirations are considerably higher for the sophomores who remained in high school. It is also interesting to note that this differential in favor of school stayers is considerably greater when dealing with plans (Table 8-3) than with aspirations (Table 8-4). This result is primarily a function of the fact that the school stayers tend to have a greater positive gap between their educational plans and the minimum level they would be satisfied with. It is interesting to note that even the typical dropout plans to pursue her/his education beyond a high school degree (a code of "2" is high school graduate).

In a question asked of dropouts only, "Do you plan to go back to school eventually to get a diploma or to take a high school equivalency test?", approximately 19 percent of the dropouts indicated that they planned to return to school and 52 percent said they planned to take a high school equivalency test.

Sophomores were asked retrospectively if they expected to go to college when they were: (1) in the sixth grade, (2) seventh grade, (3) eighth grade, and (4) ninth grade. School stayers at each grade level were more likely than dropouts to report that they expected to go to college. This differential in favor of stayers was relatively large, about one-half a standard deviation, and tended to increase with each grade level. This increased differential in favor of school stayers resulted from the school stayers having increased their level of educational plans at each succeeding grade, while the dropouts were more likely to have locked themselves into an educational plan relatively early in their schooling process. Table 8-5 below presents a summary of these results.

D. SCHOOL ATTITUDES AND BEHAVIORS

Peer and best friend support systems are thought to be important factors in determining the school behaviors and the attitudes of any given high school student. The following summary (Table 8-6) contrasts school stayers and dropouts with respect to the behaviors and attitudes of their best friends.

The largest difference between school stayers and dropouts is in the percentage who have friends who are interested in school and/or plan to go to college. It is interesting to note that not only do these two variables show large differentials, but they are also characterized by relatively low percentages. That is, regardless of the school stayer or dropout group, your best friend is more likely to be popular than to be interested in school and/or planning to go to college. Popular students may not be interested in school or going to college but they may be everybody's best friend.

Table 8-3

AS THINGS STAND NOW, HOW FAR IN SCHOOL DO YOU THINK YOU WILL GET?
(1=LESS THAN HIGH SCHOOL; 5=GRADUATE DEGREE)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	24231	3181	3.27	1.1	22026	2711	3.38	1.1	2205	470	2.61	1.0	-0.78*	-0.74
SEX:														
MALE	11916	1591	3.22	1.1	10789	1343	3.34	1.1	1127	247	2.57	1.0	-0.76*	-0.72
FEMALE	12315	1591	3.32	1.1	11237	1368	3.43	1.0	1078	222	2.65	1.1	-0.78*	-0.74
SES:														
LOW	5871	754	2.76	1.0	4952	572	2.88	1.0	919	181	2.38	1.0	-0.50*	-0.51
MIDDLE	11494	1546	3.22	1.0	10610	1350	3.29	1.0	884	196	2.69	1.0	-0.61*	-0.61
HIGH	6035	774	3.94	1.0	5802	715	4.01	0.9	233	59	3.14	1.1	-0.87*	-0.94
RACE:														
WHITE	17433	2456	3.29	1.1	16113	2131	3.40	1.0	1320	325	2.55	1.0	-0.85*	-0.81
BLACK	3189	405	3.27	1.1	2816	332	3.37	1.1	373	73	2.84	1.1	-0.53*	-0.48
ASIAN-AMERICAN	318	33	3.91	1.0	301	31	4.00	1.0	17	2	2.89	1.1	-1.11	-1.12
AMERICAN INDIAN	240	31	2.96	1.1	191	23	3.16	1.1	49	8	2.38	0.9	-0.78*	-0.70
MEXICAN-AMERICAN	1806	135	2.96	1.1	1550	103	3.09	1.1	256	32	2.52	1.0	-0.57*	-0.54
PUERTO RICAN	311	33	3.16	1.1	245	23	3.31	1.1	66	10	2.83	0.9	-0.48	-0.43
OTHER HISPANIC	872	81	3.24	1.1	760	64	3.33	1.0	112	17	2.89	1.1	-0.45	-0.43
SCHOOL TYPE:														
PUBLIC	21226	2894	3.22	1.1	19108	2444	3.33	1.1	2118	450	2.60	1.0	-0.73*	-0.70
PRIVATE	699	89	3.68	1.0	671	76	3.80	1.0	28	13	2.91	1.0	-0.89*	-0.91
CATHOLIC	2306	198	3.82	1.0	2247	191	3.87	1.0	59	7	2.66	1.1	-1.21*	-1.26
GEOGRAPHIC REGION:														
NORTHEAST	5208	693	3.36	1.1	4843	615	3.46	1.1	365	77	2.58	1.1	-0.88*	-0.82
NORTH CENTRAL	7095	917	3.22	1.1	6555	803	3.32	1.0	540	114	2.54	1.0	-0.79*	-0.77
SOUTH	7684	1055	3.20	1.1	6799	865	3.33	1.1	885	190	2.63	1.0	-0.69*	-0.65
WEST	4244	516	3.38	1.1	3829	428	3.52	1.0	415	89	2.69	1.0	-0.83*	-0.81
CURRICULUM:														
GENERAL	10703	1440	3.03	1.0	9514	1181	3.14	1.0	1189	259	2.52	1.0	-0.62*	-0.62
ACADEMIC	8391	1032	3.94	0.9	8118	973	3.97	0.9	273	59	3.33	1.1	-0.64*	-0.70
VOCATIONAL	4703	652	2.79	0.9	4036	516	2.87	0.9	667	136	2.48	1.0	-0.39*	-0.44
COMMUNITY TYPE:														
URBAN	5113	636	3.31	1.1	4488	510	3.44	1.1	625	126	2.79	1.1	-0.65*	-0.61
SUBURBAN	11953	1519	3.38	1.1	11050	1323	3.48	1.0	903	196	2.69	1.0	-0.79*	-0.76
RURAL	7165	1027	3.08	1.1	6488	879	3.20	1.0	677	148	2.34	0.9	-0.86*	-0.84

NOTE: WEIGHTED N IS IN THOUSANDS

Table 8-4

WHAT IS THE LOWEST LEVEL OF EDUCATION YOU WOULD BE SATISFIED WITH?
(1=LESS THAN HIGH SCHOOL; 5=GRADUATE DEGREE)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	23476	3087	2.76	0.9	21413	2640	2.83	0.9	2063	447	2.34	0.9	-0.49*	-0.52
SEX:														
MALE	11417	1527	2.75	0.9	10378	1294	2.83	0.9	1039	233	2.34	0.8	-0.49*	-0.52
FEMALE	12059	1560	2.76	0.9	11035	1345	2.83	0.9	1024	214	2.35	0.9	-0.48*	-0.52
SES:														
LOW	5601	718	2.42	0.8	4745	547	2.48	0.8	856	171	2.22	0.8	-0.26*	-0.31
MIDDLE	11246	1517	2.66	0.9	10397	1326	2.71	0.9	849	191	2.33	0.8	-0.38*	-0.44
HIGH	5942	764	3.29	0.9	5716	706	3.33	0.9	226	58	2.74	1.0	-0.59*	-0.65
RACE:														
WHITE	17101	2413	2.74	0.9	15826	2094	2.82	0.9	1275	319	2.26	0.8	-0.55*	-0.60
BLACK	2933	370	2.87	1.0	2619	308	2.91	1.0	314	62	2.65	1.0	-0.26*	-0.26
ASIAN-AMERICAN	310	33	3.35	1.0	294	31	3.42	1.0	16	2	2.36	0.8	-1.07*	-1.05
AMERICAN INDIAN	228	29	2.63	0.9	182	22	2.74	0.9	46	8	2.32	1.0	-0.42	-0.45
MEXICAN-AMERICAN	1704	127	2.55	0.9	1466	97	2.60	0.9	238	30	2.40	0.9	-0.21	-0.23
PUERTO RICAN	300	32	2.80	0.9	240	22	2.90	0.9	60	9	2.57	0.8	-0.33	-0.37
OTHER HISPANIC	837	77	2.80	1.0	734	61	2.86	1.0	103	16	2.57	0.9	-0.29	-0.30
SCHOOL TYPE:														
PUBLIC	20525	2802	2.72	0.9	18543	2375	2.79	0.9	1982	428	2.34	0.9	-0.45*	-0.49
PRIVATE	696	88	3.08	1.0	670	75	3.20	1.0	26	12	2.33	1.0	-0.87*	-0.88
CATHOLIC	2255	197	3.14	0.9	2200	190	3.16	0.9	55	7	2.69	1.0	-0.46	-0.49
GEOGRAPHIC REGION:														
NORTHEAST	5167	685	2.82	1.0	4820	612	2.89	1.0	347	73	2.29	0.9	-0.59*	-0.62
NORTH CENTRAL	6775	880	2.68	0.9	6286	775	2.74	0.9	489	105	2.23	0.8	-0.51*	-0.57
SOUTH	7350	1009	2.74	0.9	6520	828	2.81	0.9	830	180	2.40	0.9	-0.41*	-0.44
WEST	4184	513	2.86	1.0	3787	424	2.95	0.9	397	89	2.40	0.9	-0.55*	-0.58
CURRICULUM:														
GENERAL	10345	1390	2.56	0.9	9227	1145	2.63	0.9	1118	245	2.26	0.8	-0.37*	-0.43
ACADEMIC	8270	1023	3.23	0.9	8004	963	3.25	0.9	266	60	2.76	1.0	-0.50*	-0.53
VOCATIONAL	4437	618	2.44	0.8	3837	492	2.48	0.8	600	127	2.28	0.8	-0.20*	-0.25
COMMUNITY TYPE:														
URBAN	4866	608	2.81	1.0	4288	488	2.89	0.9	578	120	2.49	0.9	-0.40*	-0.42
SUBURBAN	11672	1485	2.84	0.9	10813	1298	2.91	0.9	859	187	2.36	0.8	-0.55*	-0.58
RURAL	6938	994	2.61	0.9	6312	854	2.67	0.9	626	140	2.19	0.8	-0.48*	-0.54

NOTE: WEIGHTED N IS IN THOUSANDS

Table 8-5

College-Going Plans by Grade in School
(Key: 1 = No, 2 = Not Sure, 3 = Yes)

Did You Expect to Go to College When You Were in the:	Sophomores Who Stayed in School		Sophomores Who Dropped Out		Dropouts Minus Stayers	Effect Size
	MEAN	S.D.	MEAN	S.D.		
Sixth Grade	2.18	.8	1.85	.8	-.33*	-.42
Seventh Grade	2.24	.8	1.85	.8	-.39*	-.49
Eighth Grade	2.34	.8	1.88	.9	-.45*	-.56
Ninth Grade	2.42	.8	1.92	.8	-.50*	-.62

*Significant difference

Table 8-6

Behaviors and Attitudes of Closest Friend

Closest Friend is a Sophomore Who:	Sophomores Who Stayed in School (% Responding "True)	Sophomores Who Dropped Out (% Responding "True")	Dropouts Minus Stayers
Gets Good Grades	83.3	73.4	-9.9*
Is Interested in School	69.4	51.0	-18.4
Attends Classes Regularly	93.1	82.0	-11.2*
Plans to Go to College	67.3	43.7	-23.6*
Is Popular	88.1	80.9	-7.1*

*Significant difference

Table 8-7 presents the percentages of school stayers and dropouts who responded "true" to the question about whether they were satisfied with the way their education was going. Table 8-8 asks about whether they are interested in school. Table 8-9 asks about whether they like to work hard in school. As expected, sophomores who stayed in school were more satisfied, interested, and reported working harder than the dropouts.

It is interesting to note that among the school stayers that Whites tend to be more satisfied with the way their education is going than are Blacks. Similar positive results are found for students in the academic curriculum, while the general curriculum students are the least satisfied.

Subpopulations that differed according to their reported level of interest in school are:

- Females--more interested than males
- Blacks--more interested than Whites
- Academic curriculum individuals--more interested in school than are either general or vocational students.

Similarly, females, Blacks and academic students are all more likely to report that they like to work harder in school than other comparable subpopulations.

When school stayers and dropouts were contrasted on the percentage of various types of courses they considered useful for their future plans, the only practically significant (differences differences greater than five percentage points) were in the areas of mathematics, English or literature. That is, a proportionately greater number of school stayers thought these more academically oriented courses were useful. Contrasts between the two groups on more applied course work, e.g., trade or industry courses, business or sales, etc., showed no practical difference between school stayers and dropouts.

Table 8-10 presents comparisons between school stayers and dropouts with respect to the amount of homework done. Not surprisingly, the effect size in favor of the school stayers is approximately one-half of a standard deviation. This effect size is relatively constant across all subpopulations.

Tables 8-11 and 8-12 deal with absenteeism and tardiness, respectively. School stayers exhibit much less absenteeism (effect size = 1.00) and also less tardiness. These effect sizes are relatively consistent across almost all subpopulations. The following summary table (Table 8-13) compares school stayers and dropouts with respect to other potentially more serious school disciplinary problems. The above large differences suggest that much of the dropout problem may not be due to the inability to perform satisfactorily academically as it is a behavioral motivational problem. This interpretation is consistent with the finding

Table 8-7

I AM SATISFIED WITH THE WAY MY EDUCATION IS GOING (PERCENT TRUE)

ALL SOPHOMORES-1980

	ALL SOPHOMORES			SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP			SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP			
	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	DROPOUTS MINUS STAYERS
TOTAL	23828	3135	65.6	21680	2673	69.2	2148	462	45.3	-23.9*
SEX:										
MALE	11608	1555	65.2	10530	1315	68.6	1078	240	46.7	-21.8*
FEMALE	12220	1580	66.1	11150	1358	69.7	1070	222	43.7	-26.1*
SES:										
LOW	5726	736	61.6	4829	557	65.9	897	179	48.2	-17.7*
MIDDLE	11364	1534	66.2	10499	1339	69.5	865	195	43.7	-25.8*
HIGH	5989	769	69.3	5761	711	71.6	228	58	41.2	-30.4*
RACE:										
WHITE	17263	2436	67.2	15956	2112	70.6	1307	324	45.1	-25.5*
BLACK	3014	383	58.3	2675	315	61.6	339	68	43.0	-18.6*
ASIAN-AMERICAN	314	33	67.4	298	31	70.4	16	2	27.4	-43.0*
AMERICAN INDIAN	235	30	60.7	186	23	68.2	49	8	38.7	-29.5*
MEXICAN-AMERICAN	1759	131	62.8	1508	100	67.3	251	31	48.5	-18.9*
PUERTO RICAN	306	33	56.7	242	23	59.9	64	10	49.5	-10.4
OTHER HISPANIC	868	80	61.9	758	63	64.9	110	17	50.5	-14.4
SCHOOL TYPE:										
PUBLIC	20848	2846	65.1	18784	2404	68.7	2064	442	45.4	-23.2*
PRIVATE	703	89	66.0	676	77	70.1	27	13	41.2	-28.9*
CATHOLIC	2277	199	73.6	2220	192	74.9	57	8	41.5	-33.3*
GEOGRAPHIC REGION:										
NORTHEAST	5243	697	67.5	4882	620	69.8	361	77	49.4	-20.4*
NORTH CENTRAL	6833	887	67.1	6332	780	70.6	501	107	41.3	-29.3*
SOUTH	7502	1028	63.3	6630	843	67.0	872	186	46.3	-20.7*
WEST	4250	522	65.2	3836	430	69.7	414	92	44.2	-25.5*
CURRICULUM:										
GENERAL	10482	1411	61.2	9315	1158	65.4	1167	253	42.4	-23.0*
ACADEMIC	8335	1030	72.9	8062	968	74.3	273	61	50.4	-23.9*
VOCATIONAL	4568	637	64.3	3941	505	68.7	627	132	47.6	-21.0*
COMMUNITY TYPE:										
URBAN	4948	619	61.3	4349	496	67.1	599	123	38.1	-28.9*
SUBURBAN	11817	1505	66.6	10927	1311	69.4	890	194	48.1	-21.3*
RURAL	7063	1011	66.8	6404	866	70.0	659	145	47.6	-22.5*

NOTE: WEIGHTED N IS IN THOUSANDS

Table 8-8

I AM INTERESTED IN SCHOOL
(PERCENT TRUE)

ALL SOPHOMORES-1980

	ALL SOPHOMORES			SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP			SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP			
	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	DROPOUTS MINUS STAYERS
TOTAL	23632	3104	76.1	21506	2650	78.9	2126	454	59.5	-19.5*
SEX:										
MALE	11499	1539	72.5	10425	1301	75.4	1074	238	57.1	-18.3*
FEMALE	12133	1566	79.6	11081	1349	82.4	1052	217	62.1	-20.3*
SES:										
LOW	5666	727	72.2	4780	551	75.7	886	176	61.4	-14.3*
MIDDLE	11283	1521	75.4	10424	1329	77.9	859	192	58.2	-19.7*
HIGH	5948	763	82.0	5723	706	83.7	225	57	61.3	-22.4*
RACE:										
WHITE	17138	2414	74.4	15849	2097	77.4	1289	318	54.3	-23.1*
BLACK	2979	378	84.7	2643	311	86.9	336	67	74.3	-12.5*
ASIAN-AMERICAN	312	33	86.2	296	31	87.8	16	2	64.5	-23.3
AMERICAN INDIAN	232	30	68.2	182	22	72.5	50	8	56.3	-16.2
MEXICAN-AMERICAN	1736	129	79.0	1488	98	83.5	248	31	64.7	-18.8*
PUERTO RICAN	306	33	82.3	241	23	83.6	65	10	79.3	-4.3
OTHER HISPANIC	861	79	77.2	751	63	77.8	110	17	75.0	-2.8
SCHOOL TYPE:										
PUBLIC	20668	2819	75.9	18626	2384	78.7	2042	435	60.2	-18.5*
PRIVATE	700	87	76.0	673	76	80.6	27	12	46.6	-34.0*
CATHOLIC	2264	198	79.1	2207	191	80.7	57	8	38.8	-41.9*
GEOGRAPHIC REGION:										
NORTHEAST	5208	691	72.8	4850	615	74.9	358	76	56.6	-18.3*
NORTH CENTRAL	6779	879	74.6	6284	774	78.0	495	105	49.0	-29.0*
SOUTH	7429	1018	78.1	6564	834	81.0	865	184	64.6	-16.4*
WEST	4216	516	79.0	3808	427	82.3	408	89	63.7	-18.6*
CURRICULUM:										
GENERAL	10387	1396	70.5	9239	1148	73.6	1148	248	56.0	-17.6*
ACADEMIC	8289	1024	86.5	8017	963	87.3	272	61	73.6	-13.8*
VOCATIONAL	4520	629	72.3	3896	499	75.6	624	130	59.8	-15.8*
COMMUNITY TYPE:										
URBAN	4905	612	77.8	4311	491	82.0	594	121	60.6	-21.4*
SUBURBAN	11724	1492	76.6	10849	1301	79.0	875	191	60.6	-18.4*
RURAL	7003	1000	74.2	6346	858	77.1	657	143	57.0	-20.0*

NOTE: WEIGHTED N IS IN THOUSANDS

Table 8-9

I LIKE TO WORK HARD IN SCHOOL
(PERCENT TRUE)

ALL SOPHOMORES-1980

	ALL SOPHOMORES			SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP			SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP			DROPOUTS MINUS STAYERS
	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	
TOTAL	23426	3078	53.4	21336	2631	55.7	2090	448	40.0	-15.7*
SEX:										
MALE	11379	1523	46.8	10341	1292	48.9	1038	231	34.6	-14.3*
FEMALE	12047	1555	59.9	10995	1338	62.2	1052	217	45.7	-16.6*
SES:										
LOW	5627	722	52.3	4755	548	55.1	872	175	43.6	-11.6*
MIDDLE	11215	1512	52.4	10365	1322	54.5	850	189	38.1	-16.4*
HIGH	5894	756	56.7	5671	700	58.3	223	56	36.2	-22.1*
RACE:										
WHITE	16982	2394	50.6	15705	2079	53.1	1277	315	34.5	-18.6*
BLACK	2969	376	68.6	2639	311	70.4	330	66	60.0	-10.3*
ASIAN-AMERICAN	307	32	69.0	291	30	70.3	16	2	51.1	-19.2
AMERICAN INDIAN	228	30	56.0	182	22	57.3	46	7	51.8	-5.6
MEXICAN-AMERICAN	1726	130	53.8	1485	99	58.1	241	31	40.2	-17.9*
PUERTO RICAN	300	32	61.4	239	23	60.4	61	9	63.8	3.4
OTHER HISPANIC	847	77	54.0	740	62	56.1	107	16	45.8	-10.3
SCHOOL TYPE:										
PUBLIC	20484	2794	53.4	18479	2365	55.7	2005	428	40.3	-15.4*
PRIVATE	688	87	54.5	661	75	57.4	27	12	36.0	-21.5
CATHOLIC	2254	197	53.8	2196	190	54.8	58	8	27.9	-26.9*
GEOGRAPHIC REGION:										
NORTHEAST	5176	688	50.7	4820	612	52.5	356	76	36.3	-16.2*
NORTH CENTRAL	6740	876	51.2	6248	770	53.2	492	105	36.5	-16.7*
SOUTH	7363	1008	56.8	6518	828	59.1	845	179	46.3	-12.8*
WEST	4147	507	54.2	3750	420	58.3	397	87	34.6	-23.7*
CURRICULUM:										
GENERAL	10297	1384	46.0	9168	1139	48.4	1129	245	35.0	-13.4*
ACADEMIC	8222	1016	64.4	7959	957	65.0	263	59	55.8	-9.2*
VOCATIONAL	4471	622	52.1	3852	493	54.6	619	129	42.2	-12.4*
COMMUNITY TYPE:										
URBAN	4860	607	58.2	4278	487	61.8	582	120	43.7	-18.1*
SUBURBAN	11604	1475	52.7	10740	1288	54.7	864	187	38.3	-16.4*
RURAL	6962	996	51.6	6318	855	53.7	644	141	39.0	-14.7*

NOTE: WEIGHTED N IS IN THOUSANDS

Table 8-10

APPROXIMATELY WHAT IS THE AVERAGE AMOUNT OF TIME YOU SPEND ON HOMEWORK A WEEK?
(0=NONE; 5=MORE THAN 10 HOURS A WEEK)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	24406	3199	2.61	1.3	22220	2730	2.70	1.2	2186	469	2.09	1.3	-0.61*	-0.48
SEX:														
MALE	11952	1593	2.40	1.3	10848	1348	2.49	1.3	1104	245	1.90	1.3	-0.59*	-0.46
FEMALE	12454	1606	2.82	1.2	11372	1382	2.90	1.2	1082	224	2.30	1.2	-0.60*	-0.50
SES:														
LOW	5845	748	2.32	1.2	4955	571	2.41	1.2	890	177	2.03	1.3	-0.38*	-0.31
MIDDLE	11521	1545	2.58	1.2	10666	1354	2.64	1.2	855	191	2.16	1.3	-0.48*	-0.39
HIGH	6075	778	3.01	1.3	5846	720	3.08	1.2	229	58	2.14	1.4	-0.95*	-0.77
RACE:														
WHITE	17450	2456	2.66	1.3	16170	2136	2.74	1.2	1280	320	2.10	1.3	-0.64*	-0.52
BLACK	3265	412	2.46	1.3	2882	339	2.54	1.3	383	73	2.11	1.3	-0.43*	-0.34
ASIAN-AMERICAN	323	34	3.27	1.3	307	32	3.30	1.3	16	2	2.84	1.0	-0.46	-0.35
AMERICAN INDIAN	238	31	2.16	1.3	186	23	2.38	1.3	52	8	1.56	1.3	-0.82	-0.63
MEXICAN-AMERICAN	1831	138	2.26	1.3	1572	104	2.35	1.2	259	33	1.98	1.2	-0.38*	-0.30
PUERTO RICAN	324	35	2.38	1.3	256	24	2.51	1.3	68	11	2.06	1.0	-0.45	-0.35
OTHER HISPANIC	885	81	2.51	1.3	776	65	2.59	1.2	109	17	2.22	1.5	-0.37	-0.30
SCHOOL TYPE:														
PUBLIC	21339	2907	2.55	1.3	19244	2459	2.63	1.2	2095	448	2.08	1.3	-0.55*	-0.44
PRIVATE	710	90	3.33	1.2	683	77	3.43	1.2	27	12	2.69	1.2	-0.75	-0.61
CATHOLIC	2357	202	3.20	1.2	2293	194	3.26	1.2	64	8	1.74	1.5	-1.51*	-1.26
GEOGRAPHIC REGION:														
NORTHEAST	5308	705	2.79	1.3	4937	625	2.89	1.3	371	79	2.03	1.4	-0.85*	-0.65
NORTH CENTRAL	7132	923	2.62	1.2	6592	807	2.71	1.2	540	115	2.01	1.3	-0.69*	-0.57
SOUTH	7703	1051	2.48	1.3	6837	867	2.55	1.2	866	184	2.12	1.3	-0.43*	-0.35
WEST	4263	520	2.63	1.3	3854	430	2.72	1.3	409	90	2.19	1.2	-0.53*	-0.42
CURRICULUM:														
GENERAL	10708	1437	2.38	1.2	9537	1183	2.46	1.2	1171	255	2.02	1.2	-0.43*	-0.36
ACADEMIC	8509	1047	3.15	1.2	8233	985	3.19	1.2	276	62	2.57	1.4	-0.61*	-0.52
VOCATIONAL	4712	654	2.30	1.2	4061	518	2.38	1.2	651	136	2.03	1.3	-0.35*	-0.28
COMMUNITY TYPE:														
URBAN	5215	649	2.58	1.3	4576	519	2.68	1.3	639	130	2.19	1.3	-0.49*	-0.38
SUBURBAN	12038	1525	2.67	1.3	11145	1333	2.76	1.2	893	192	2.05	1.3	-0.71*	-0.57
RURAL	7153	1024	2.54	1.3	6499	878	2.62	1.2	654	146	2.06	1.3	-0.56*	-0.45

NOTE: WEIGHTED N IS IN THOUSANDS

Table 8-11

LAST FALL ABOUT HOW MANY DAYS WERE YOU ABSENT FROM SCHOOL FOR ANY REASON, NOT COUNTING ILLNESS?
(0=NONE; 6=21 OR MORE)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	25028	3288	1.28	1.3	22670	2786	1.09	1.2	2358	501	2.33	1.7	1.24*	1.00
SEX:														
MALE	12386	1657	1.31	1.4	11161	1387	1.12	1.2	1225	269	2.30	1.7	1.19*	0.94
FEMALE	12642	1631	1.25	1.3	11509	1399	1.06	1.1	1133	232	2.35	1.7	1.29*	1.06
SES:														
LOW	6082	782	1.55	1.5	5120	591	1.26	1.3	962	190	2.43	1.7	1.16*	0.86
MIDDLE	11762	1580	1.23	1.3	10848	1378	1.07	1.2	914	202	2.30	1.7	1.23*	1.02
HIGH	6142	787	1.06	1.2	5902	727	0.96	1.1	240	60	2.28	1.7	1.32*	1.17
RACE:														
WHITE	17810	2510	1.24	1.3	16430	2171	1.07	1.2	1380	340	2.33	1.7	1.26*	1.04
BLACK	3388	431	1.32	1.4	2974	350	1.10	1.2	414	81	2.27	1.6	1.18*	0.92
ASIAN-AMERICAN	328	34	0.92	1.2	311	32	0.85	1.1	17	2	1.95	1.5	1.10	0.97
AMERICAN INDIAN	255	33	1.77	1.5	199	24	1.50	1.3	56	9	2.47	1.8	0.97	0.68
MEXICAN-AMERICAN	1906	144	1.60	1.5	1626	109	1.31	1.3	280	36	2.48	1.7	1.17*	0.84
PUERTO RICAN	333	36	1.63	1.4	262	25	1.41	1.3	71	11	2.14	1.6	0.73	0.54
OTHER HISPANIC	913	85	1.49	1.4	794	67	1.27	1.2	119	18	2.27	1.6	1.00*	0.78
SCHOOL TYPE:														
PUBLIC	21945	2994	1.32	1.4	19680	2514	1.12	1.2	2265	480	2.33	1.7	1.21*	0.96
PRIVATE	718	92	1.17	1.3	689	78	0.92	1.0	29	13	2.60	1.8	1.67*	1.59
CATHOLIC	2365	202	0.78	1.0	2301	194	0.75	0.9	64	8	1.52	1.3	0.77*	0.80
GEOGRAPHIC REGION:														
NORTHEAST	5407	719	1.30	1.4	5013	635	1.12	1.2	394	84	2.61	1.8	1.48*	1.20
NORTH CENTRAL	7263	939	1.21	1.3	6698	821	1.03	1.2	565	119	2.42	1.7	1.39*	1.16
SOUTH	7959	1093	1.23	1.3	7014	891	1.04	1.1	945	202	2.06	1.6	1.02*	0.85
WEST	4399	537	1.49	1.5	3945	440	1.26	1.3	454	97	2.53	1.8	1.26*	0.94
CURRICULUM:														
GENERAL	11018	1483	1.41	1.4	9764	1211	1.19	1.2	1254	271	2.40	1.7	1.22*	0.94
ACADEMIC	8553	1051	0.95	1.1	8270	989	0.89	1.0	283	62	1.88	1.6	0.99*	0.93
VOCATIONAL	4951	690	1.45	1.4	4226	539	1.21	1.2	725	150	2.30	1.7	1.09*	0.83
COMMUNITY TYPE:														
URBAN	5378	671	1.45	1.5	4688	531	1.16	1.3	690	140	2.52	1.8	1.36*	1.02
SUBURBAN	12302	1565	1.23	1.3	11345	1358	1.06	1.2	957	206	2.33	1.7	1.27*	1.04
RURAL	7348	1052	1.24	1.3	6637	897	1.09	1.1	711	155	2.14	1.6	1.05*	0.89

NOTE: WEIGHTED N IS IN THOUSANDS

Table 8-12

LAST FALL ABOUT HOW MANY DAYS WERE YOU LATE TO SCHOOL?
(0=NONE; 6=21 OR MORE)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	25106	3299	1.06	1.3	22732	2793	0.95	1.2	2374	506	1.65	1.6	0.70*	0.57
SEX:														
MALE	12428	1662	1.13	1.3	11197	1392	0.99	1.2	1231	271	1.82	1.6	0.82*	0.64
FEMALE	12678	1637	0.99	1.2	11535	1401	0.91	1.1	1143	235	1.47	1.5	0.56*	0.48
SES:														
LOW	6103	785	1.06	1.3	5133	592	0.94	1.2	970	193	1.46	1.4	0.52*	0.43
MIDDLE	11798	1586	1.02	1.3	10875	1382	0.91	1.2	923	204	1.75	1.7	0.83*	0.68
HIGH	6154	789	1.07	1.3	5914	729	1.01	1.2	240	60	1.83	1.6	0.82*	0.67
RACE:														
WHITE	17867	2520	0.99	1.2	16474	2176	0.89	1.2	1393	343	1.65	1.6	0.76*	0.64
BLACK	3398	433	1.28	1.3	2981	351	1.21	1.3	417	81	1.60	1.5	0.39*	0.30
ASIAN-AMERICAN	329	35	1.04	1.3	311	32	1.01	1.3	18	2	1.36	1.4	0.34	0.27
AMERICAN INDIAN	256	33	1.48	1.4	201	24	1.28	1.3	55	9	2.02	1.5	0.74	0.55
MEXICAN-AMERICAN	1911	145	1.27	1.3	1631	109	1.14	1.3	280	36	1.68	1.4	0.54*	0.41
PUERTO RICAN	333	36	1.25	1.3	262	25	1.05	1.3	71	11	1.69	1.4	0.64	0.49
OTHER HISPANIC	919	86	1.32	1.4	799	67	1.22	1.3	120	18	1.71	1.7	0.49	0.35
SCHOOL TYPE:														
PUBLIC	22022	3005	1.07	1.3	19740	2520	0.96	1.2	2282	485	1.64	1.6	0.69*	0.55
PRIVATE	720	92	1.33	1.5	691	79	1.19	1.3	29	13	2.14	1.9	0.95	0.70
CATHOLIC	2364	202	0.84	1.1	2301	194	0.81	1.1	63	8	1.65	1.5	0.84*	0.77
GEOGRAPHIC REGION:														
NORTHEAST	5419	720	1.09	1.3	5023	636	0.97	1.2	396	84	1.98	1.7	1.01*	0.80
NORTH CENTRAL	7288	943	0.94	1.2	6717	823	0.83	1.1	571	121	1.67	1.6	0.84*	0.71
SOUTH	7993	1099	0.95	1.1	7038	894	0.86	1.1	955	205	1.30	1.3	0.44*	0.39
WEST	4406	537	1.46	1.5	3954	441	1.32	1.4	452	96	2.10	1.7	0.78*	0.54
CURRICULUM:														
GENERAL	11053	1487	1.12	1.3	9789	1214	0.99	1.2	1264	273	1.67	1.6	0.68*	0.54
ACADEMIC	8572	1054	0.90	1.2	8286	991	0.86	1.1	286	63	1.43	1.5	0.56*	0.49
VOCATIONAL	4964	690	1.15	1.3	4240	540	0.99	1.2	724	150	1.71	1.6	0.73*	0.57
COMMUNITY TYPE:														
URBAN	5397	673	1.30	1.4	4702	533	1.15	1.3	695	141	1.84	1.6	0.69*	0.51
SUBURBAN	12335	1569	1.10	1.3	11371	1361	1.00	1.2	964	209	1.73	1.6	0.72*	0.58
RURAL	7374	1056	0.85	1.2	6659	900	0.75	1.[illegible]	715	157	1.39	1.5	0.63*	0.57

NOTE: WEIGHTED N IS IN THOUSANDS

Table 8-13

Contrasts between School Stayers and Dropouts with Respect to Disciplinary Problems

	Sophomore Who Stayed in School (Percent Yes)	Sophomores Who Dropped Out (Percent Yes)	Dropouts Minus School Stayers
Had Disciplinary Problems Last Year	15.8	40.7	24.9*
Had Been Suspended or Put on Probation	9.6	30.6	21.0*
Cut Classes	24.9	53.5	28.6*
Serious Trouble with Law	4.1	13.1	8.9*

*Significant difference

that the average dropout reported receiving mostly C's as grades. It is also consistent with the earlier discussion of the self-perceptions of the typical school dropout as not being as popular, socially active or athletic as school stayers. The dropouts appear to be at least as socially distant from their peers who remain in school as they are academically distant.

Table 8-14 below summarizes the results of contrasts between school stayers and dropouts with respect to participation in a number of extra-curricular and community activities in and out of school.

Of all these activity comparisons three of the four significant differences in participation are in favor of the school stayers. Two contrasts stand out; these are the dropouts' lesser participation in athletics and in church activities. This finding is, of course, consistent with the earlier results that the dropouts are less likely to perceive themselves as athletes or as part of the community.

E. BEHAVIORS OUTSIDE OF SCHOOL

The summary table below (Table 8-15) presents contrasts between school stayers and dropouts with respect to the relative amount of time spent on or frequency with which they engaged in various non-school activities. Inspection of Table 8-15 suggests that the biggest difference between school stayers and dropouts is that dropouts report a greater frequency of dating and driving or riding around in cars. Dropouts are also less likely to spend more time reading a newspaper or a book for pleasure and also report talking less frequently to their parents about their personal experiences.

Table 8-16 presents the percent of school stayers and dropouts who worked for pay last week. While dropouts overall were more likely to be working than school stayers, the majority of the working dropouts were males.

Tables 8-17 to 8-20 present additional comparisons between school stayers and dropouts with respect to their employment. Inspection of Tables 8-17 and 8-18 indicates that the dropouts who worked were employed more hours at higher pay than the school stayers. It is also interesting to note high SES individuals earned more than low or middle SES regardless of whether they were school stayers or dropouts. Similarly, Blacks reported earning more than Whites regardless of dropout group membership.

Tables 8-19 and 8-20 present data on whether the respondents consider their present or more recent job (1) more enjoyable than school, and (2) more important than school. The dropouts are more likely to respond that their job is both more enjoyable and more important than school than are the stayers. Males, whether school stayers or dropouts, are much more likely than females to report their job is more important to them than school. Similarly, sophomores in the general or vocational curriculum are much more likely to report that their job is more important than school than are sophomores in the academic curriculum.

Table 8-14

Participation in Selected Activities by School Stayers and Dropouts

	Sophomore School Stayers (Percent Participating Actively)	Sophomores Who Dropped Out (Percent Participating Actively)	Dropouts Minus Stayers
Athletics	57.1	42.1	-14.9*
Cheerleaders, Pep Club, Majorettes	14.9	12.8	-2.2
Debating or Drama	10.7	8.7	-2.1
Band or Orchestra	17.1	12.2	-4.9
Chorus or Dance	22.7	20.8	-1.9
Hobby Clubs	20.8	23.9	3.1*
Subject Matter Clubs	26.8	24.7	-2.1
Vocational Education Clubs	14.2	16.4	2.2
Community Youth Organizations/J.A.	24.5	19.2	-5.3*
Church Activities	40.6	28.6	-12.0*

*Significant difference

Table 8-15

Relative Amount of Time Spent on Non-School Activities by School Stayers and Dropouts

Activities[a]	Sophomores Who Stayed in School		Sophomores Who Dropped Out		Dropouts Minus School Stayers	Effect Size
	MEAN	S.D.	MEAN	S.D.		
Meeting/Talking with Friends	2.45	0.8	2.50	.9	.04	.05
Reading for Pleasure	1.21	1.1	1.01	1.1	-.20*	-.17
Going on Dates	1.01	0.9	1.45	1.0	.44*	.46
Driving Around	1.25	1.1	1.67	1.1	.43*	.39
Thinking/Daydreaming Alone	1.91	1.2	1.76	1.2	-.15*	.12
Talking with Mother/Father	1.26	1.2	1.03	1.1	-.23*	-.21
Reading Newspaper	1.72	1.2	1.42	1.2	-.31*	-.25
Hours Watching TV[b]	3.93	1.7	3.89	1.8	-.04	-.02

*Significant difference

[a] Codes Were "0" = Rarely; "3" = Everyday or Almost Everyday

[b] Codes Were "0" = Don't Watch TV; "6" = 5 Hours or More

Table 8-16

DID YOU DO ANY WORK FOR PAY LAST WEEK, NOT COUNTING WORK AROUND THE HOUSE?
(PERCENT YES)

ALL SOPHOMORES-1980

	ALL SOPHOMORES			SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP			SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP			
	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	DROPOUTS MINUS STAYERS
TOTAL	25031	3292	42.5	22652	2784	41.7	2379	508	46.6	4.9*
SEX:										
MALE	12378	1657	44.9	11143	1385	43.0	1235	272	54.4	11.4*
FEMALE	12653	1634	40.0	11509	1398	40.4	1144	236	37.7	-2.7
SES:										
LOW	6073	781	37.6	5113	590	35.3	960	191	44.9	9.6*
MIDDLE	11764	1583	44.1	10838	1378	43.3	926	205	49.2	5.9*
HIGH	6143	788	44.4	5899	726	44.3	244	61	46.2	2.0
RACE:										
WHITE	17836	2518	45.2	16431	2171	44.7	1405	347	48.2	3.5
BLACK	3373	429	30.2	2958	348	27.7	415	81	40.9	13.2*
ASIAN-AMERICAN	329	35	27.5	311	32	27.4	18	2	29.6	2.3
AMERICAN INDIAN	254	33	47.5	200	24	44.7	54	9	55.4	10.7
MEXICAN-AMERICAN	1904	144	37.4	1625	109	36.1	279	35	41.4	5.3
PUERTO RICAN	331	36	27.3	261	25	20.7	70	11	42.2	21.5*
OTHER HISPANIC	912	85	42.3	795	67	39.8	117	18	51.8	12.0
SCHOOL TYPE:										
PUBLIC	21952	2998	42.4	19667	2511	41.5	2285	487	46.6	5.1*
PRIVATE	720	92	39.9	690	78	39.0	30	14	44.9	5.9
CATHOLIC	2359	202	45.1	2295	194	45.0	64	8	47.7	2.7
GEOGRAPHIC REGION:										
NORTHEAST	5400	718	43.5	5005	634	43.1	395	84	46.2	3.1
NORTH CENTRAL	7282	942	45.6	6703	821	45.2	579	122	48.2	3.0
SOUTH	7960	1095	38.2	7006	890	36.6	954	205	45.4	8.8*
WEST	4389	537	44.3	3938	439	43.6	451	98	47.5	4.0
CURRICULUM:										
GENERAL	11024	1486	42.6	9760	1211	41.9	1264	275	45.8	3.8
ACADEMIC	8552	1052	40.8	8264	988	40.4	288	64	47.3	6.8
VOCATIONAL	4934	686	44.7	4213	537	43.5	721	149	49.1	5.6
COMMUNITY TYPE:										
URBAN	5368	670	37.8	4675	530	36.2	693	140	43.9	7.7*
SUBURBAN	12303	1567	44.2	11331	1356	43.4	972	211	48.8	5.4*
RURAL	7360	1055	42.8	6646	898	42.3	714	157	46.0	3.7

NOTE: WEIGHTED N IS IN THOUSANDS

Table 8-17

HOW MANY HOURS DO/DID YOU WORK A WEEK ON YOUR CURRENT OR MOST RECENT JOB?
(1=1-4 HOURS PER WEEK; 6=35 HOURS OR MORE PER WEEK)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	21116	2837	2.53	1.6	19049	2383	2.43	1.6	2067	454	3.08	1.7	0.65*	0.42
SEX:														
MALE	11003	1492	2.81	1.7	9865	1238	2.71	1.6	1138	254	3.33	1.8	0.62*	0.37
FEMALE	10113	1345	2.22	1.4	9184	1145	2.13	1.4	929	200	2.77	1.6	0.64*	0.46
SES:														
LOW	4941	657	2.66	1.7	4108	487	2.58	1.6	833	170	2.92	1.7	0.34*	0.21
MIDDLE	10075	1379	2.54	1.6	9246	1193	2.44	1.5	829	186	3.13	1.7	0.69*	0.44
HIGH	5306	690	2.39	1.5	5090	633	2.29	1.5	216	56	3.52	1.7	1.23*	0.83
RACE:														
WHITE	15683	2232	2.49	1.6	14416	1914	2.39	1.5	1267	318	3.09	1.7	0.70*	0.45
BLACK	2530	328	2.59	1.7	2189	262	2.52	1.7	341	67	2.91	1.8	0.39	0.23
ASIAN-AMERICAN	213	23	2.18	1.4	201	22	2.09	1.4	12	2	3.22	1.5	1.12	0.81
AMERICAN INDIAN	223	30	2.81	1.6	174	22	2.71	1.7	49	8	3.07	1.5	0.36	0.22
MEXICAN-AMERICAN	1464	116	2.93	1.7	1239	86	2.82	1.7	225	31	3.24	1.7	0.42	0.24
PUERTO RICAN	232	26	2.95	1.7	174	17	2.72	1.6	58	9	3.37	1.8	0.65	0.40
OTHER HISPANIC	695	70	2.70	1.6	599	56	2.56	1.5	96	15	3.21	1.6	0.65	0.42
SCHOOL TYPE:														
PUBLIC	18651	2585	2.56	1.6	16666	2152	2.45	1.6	1985	433	3.09	1.7	0.64*	0.40
PRIVATE	614	82	2.53	1.7	585	68	2.40	1.6	29	13	3.15	1.7	0.75	0.45
CATHOLIC	1851	170	2.18	1.4	1798	162	2.16	1.4	53	8	2.56	1.7	0.40	0.29
GEOGRAPHIC REGION:														
NORTHEAST	4522	619	2.39	1.5	4178	544	2.30	1.5	344	75	3.06	1.7	0.76*	0.50
NORTH CENTRAL	6443	843	2.53	1.5	5927	732	2.46	1.5	516	111	3.04	1.7	0.58*	0.38
SOUTH	6414	903	2.62	1.7	5612	726	2.50	1.6	802	176	3.12	1.7	0.62*	0.38
WEST	3737	473	2.56	1.6	3332	381	2.43	1.5	405	92	3.08	1.7	0.65*	0.41
CURRICULUM:														
GENERAL	9420	1298	2.60	1.6	8306	1048	2.48	1.6	1114	251	3.11	1.7	0.63*	0.40
ACADEMIC	7115	893	2.33	1.5	6874	838	2.29	1.5	241	55	3.00	1.6	0.72*	0.48
VOCATIONAL	4173	590	2.67	1.6	3548	459	2.56	1.6	625	131	3.06	1.7	0.50*	0.31
COMMUNITY TYPE:														
URBAN	4180	543	2.55	1.6	3602	422	2.43	1.5	578	121	2.98	1.7	0.55*	0.36
SUBURBAN	10447	1359	2.47	1.5	9592	1169	2.35	1.5	855	190	3.16	1.7	0.80*	0.53
RURAL	6489	935	2.62	1.7	5855	792	2.54	1.6	634	142	3.07	1.7	0.53*	0.32

NOTE: WEIGHTED N IS IN THOUSANDS

Table 8-18

HOW MUCH DO/DID YOU EARN PER HOUR ON YOUR CURRENT OR MOST RECENT JOB?
(1=LESS THAN $1.50 PER HOUR; 8=$4.00 PER HOUR OR MORE)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	21107	2837	3.97	2.3	19056	2388	3.85	2.3	2051	449	4.63	2.1	0.78*	0.35
SEX:														
MALE	10931	1484	4.80	2.1	9804	1232	4.72	2.1	1127	252	5.19	1.9	0.47*	0.23
FEMALE	10176	1353	3.06	2.1	9252	1156	2.92	2.1	924	197	3.90	2.1	0.98*	0.47
SES:														
LOW	4932	655	3.85	2.1	4106	487	3.70	2.1	826	168	4.28	2.1	0.58*	0.27
MIDDLE	10055	1377	3.91	2.3	9235	1193	3.78	2.3	820	184	4.73	2.1	0.95*	0.42
HIGH	5343	695	4.17	2.4	5127	639	4.05	2.3	216	56	5.48	1.9	1.43*	0.61
RACE:														
WHITE	15682	2230	3.89	2.3	14434	1918	3.78	2.3	1248	311	4.58	2.1	0.79*	0.35
BLACK	2522	330	4.19	2.1	2178	262	4.05	2.1	344	68	4.75	2.0	0.70*	0.34
ASIAN-AMERICAN	210	23	4.14	2.3	199	22	3.99	2.3	11	2	6.12	1.0	2.13*	0.95
AMERICAN INDIAN	224	30	4.41	2.1	173	21	4.35	2.1	51	8	4.54	2.2	0.19	0.09
MEXICAN-AMERICAN	1473	118	4.45	2.1	1246	87	4.35	2.1	227	31	4.75	1.9	0.40	0.19
PUERTO RICAN	233	27	4.14	1.9	174	17	3.90	2.0	59	10	4.57	1.7	0.67	0.35
OTHER HISPANIC	687	70	4.30	2.2	596	55	4.08	2.2	91	15	5.11	2.0	1.03*	0.48
SCHOOL TYPE:														
PUBLIC	18640	2583	3.97	2.3	16668	2155	3.85	2.3	1972	428	4.61	2.1	0.77*	0.34
PRIVATE	617	83	4.18	2.3	589	69	4.02	2.4	28	13	5.05	2.1	1.03	0.44
CATHOLIC	1850	172	3.82	2.3	1799	164	3.78	2.3	51	7	4.59	1.7	0.81	0.35
GEOGRAPHIC REGION:														
NORTHEAST	4505	616	3.71	2.2	4165	543	3.62	2.2	340	72	4.40	2.1	0.78*	0.35
NORTH CENTRAL	6456	846	3.77	2.2	5943	735	3.68	2.2	513	111	4.38	2.1	0.70*	0.31
SOUTH	6395	901	4.14	2.2	5603	728	3.99	2.2	792	173	4.78	2.1	0.80*	0.36
WEST	3751	474	4.34	2.3	3345	383	4.23	2.3	406	92	4.81	2.1	0.58*	0.25
CURRICULUM:														
GENERAL	9414	1296	4.01	2.2	8318	1050	3.89	2.3	1096	246	4.51	2.1	0.61*	0.27
ACADEMIC	7136	898	3.80	2.3	6897	843	3.73	2.3	239	55	4.86	2.1	1.13*	0.49
VOCATIONAL	4153	588	4.11	2.2	3527	458	3.93	2.2	626	130	4.77	2.1	0.84*	0.38
COMMUNITY TYPE:														
URBAN	4161	541	4.05	2.2	3592	422	3.92	2.2	569	119	4.51	2.0	0.59*	0.27
SUBURBAN	10448	1361	4.02	2.3	9596	1172	3.88	2.3	852	189	4.84	2.1	0.96*	0.42
RURAL	6498	935	3.86	2.2	5868	795	3.76	2.2	630	141	4.44	2.1	0.68*	0.31

NOTE: WEIGHTED N IS IN THOUSANDS

Table 8-19

WOULD YOU SAY YOUR PRESENT OR MOST RECENT JOB IS MORE ENJOYABLE THAN SCHOOL? (PERCENT YES)

ALL SOPHOMORES-1980

	ALL SOPHOMORES			SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP			SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP			
	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	DROPOUTS MINUS STAYERS
TOTAL	19473	2616	56.0	17647	2215	54.3	1826	402	65.5	11.2*
SEX:										
MALE	9993	1351	57.5	9026	1135	55.5	967	216	67.8	12.3*
FEMALE	9480	1265	54.5	8621	1080	53.0	859	186	62.9	9.9*
SES:										
LOW	4485	597	55.6	3751	448	53.1	734	150	63.4	10.3*
MIDDLE	9380	1283	57.3	8629	1114	55.9	751	169	66.7	10.8*
HIGH	4935	642	53.4	4747	593	51.9	188	49	71.2	19.2*
RACE:										
WHITE	14687	2086	58.3	13549	1801	56.5	1138	285	70.1	13.6*
BLACK	2169	283	44.9	1884	226	43.4	285	57	50.8	7.4
ASIAN-AMERICAN	206	22	43.0	196	21	40.6	10	1	79.3	38.7
AMERICAN INDIAN	192	26	57.9	145	18	50.9	47	8	74.2	23.3
MEXICAN-AMERICAN	1336	105	45.2	1132	78	43.9	204	28	48.6	4.6
PUERTO RICAN	212	24	59.1	161	16	55.4	51	8	66.0	10.7
OTHER HISPANIC	608	61	49.4	532	50	46.9	76	12	60.2	13.3
SCHOOL TYPE:										
PUBLIC	17167	2381	55.9	15413	1997	53.8	1754	384	66.4	12.5*
PRIVATE	571	74	54.7	546	63	55.8	25	11	48.6	-7.2
CATHOLIC	1735	162	58.9	1688	155	59.5	47	6	43.8	-15.7
GEOGRAPHIC REGION:										
NORTHEAST	4128	566	59.5	3825	500	58.5	303	66	67.5	9.0*
NORTH CENTRAL	6025	788	58.3	5583	692	56.5	442	96	71.6	15.2*
SOUTH	5859	825	52.4	5148	668	50.8	711	157	59.0	8.2*
WEST	3461	437	54.2	3091	355	50.7	370	82	69.2	18.5*
CURRICULUM:										
GENERAL	8682	1196	59.4	7686	973	57.4	996	223	68.1	10.7*
ACADEMIC	6676	838	49.2	6467	790	48.5	209	48	60.9	12.4*
VOCATIONAL	3769	536	59.5	3217	419	58.3	552	116	64.1	5.8
COMMUNITY TYPE:										
URBAN	3706	483	52.6	3224	381	51.5	482	102	56.8	5.3
SUBURBAN	9688	1259	56.2	8925	1089	54.4	763	169	67.8	13.4*
RURAL	6079	874	57.7	5498	745	55.6	581	130	69.5	13.9*

NOTE: WEIGHTED N IS IN THOUSANDS

Table 8-20

WOULD YOU SAY YOUR PRESENT OR MOST RECENT JOB IS MORE IMPORTANT FOR YOU THAN SCHOOL?
(PERCENT YES)

ALL SOPHOMORES-1980

	ALL SOPHOMORES			SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP			SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP			DROPOUTS MINUS STAYERS
	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	
TOTAL	19193	2575	11.7	17404	2182	9.7	1789	392	22.8	13.2*
SEX:										
MALE	9844	1330	15.6	8899	1118	13.4	945	211	27.1	13.8*
FEMALE	9349	1245	7.5	8505	1064	5.7	844	181	17.7	12.0*
SES:										
LOW	4421	588	14.0	3691	439	11.0	730	149	23.1	12.1*
MIDDLE	9215	1260	12.0	8486	1096	10.5	729	165	21.7	11.2*
HIGH	4914	637	8.1	4730	590	6.7	184	47	25.4	18.7*
RACE:										
WHITE	14497	2055	12.2	13382	1776	10.1	1115	279	25.3	15.2*
BLACK	2127	277	7.1	1849	222	5.9	278	55	12.3	6.4*
ASIAN-AMERICAN	207	22	6.2	196	21	4.5	11	2	28.8	24.3*
AMERICAN INDIAN	191	26	23.5	144	18	18.0	47	8	36.5	18.5
MEXICAN-AMERICAN	1316	104	11.1	1119	77	8.7	197	26	18.3	9.7*
PUERTO RICAN	204	23	11.0	153	15	9.4	51	8	13.8	4.3
OTHER HISPANIC	592	59	12.0	515	48	9.8	77	12	20.8	11.1
SCHOOL TYPE:										
PUBLIC	16905	2340	12.0	15189	1966	9.9	1716	374	22.6	12.7*
PRIVATE	567	73	11.0	542	62	8.5	25	11	24.8	16.3
CATHOLIC	1721	162	7.7	1673	155	6.7	48	7	30.2	23.5*
GEOGRAPHIC REGION:										
NORTHEAST	4060	555	12.9	3759	491	10.7	301	64	29.9	19.2*
NORTH CENTRAL	5935	776	11.8	5502	681	9.7	433	94	27.1	17.4*
SOUTH	5772	813	10.9	5073	657	9.2	699	155	17.8	8.5*
WEST	3426	431	11.3	3070	352	8.9	356	79	21.9	12.9*
CURRICULUM:										
GENERAL	8551	1177	14.4	7575	959	11.9	976	218	25.7	13.8*
ACADEMIC	6615	831	4.8	6407	782	4.4	208	49	12.0	7.6*
VOCATIONAL	3691	522	15.7	3152	409	14.3	539	113	21.0	6.7*
COMMUNITY TYPE:										
URBAN	3651	474	9.3	3180	375	7.5	471	99	16.3	8.9*
SUBURBAN	9542	1238	11.1	8801	1073	8.9	741	165	25.3	16.4*
RURAL	6000	862	13.7	5423	734	11.9	577	128	24.5	12.7*

NOTE: WEIGHTED N IS IN THOUSANDS

F. ATTITUDES TOWARD SELF AND SOCIETY

Self-esteem items that focused on whether they had a positive attitude toward themselves or "equal" worth compared to others showed no practical or significant differences between stayers and dropouts. However, when asked about whether they were satisfied with themselves, the school stayers tended to be significantly more satisfied with themselves (See Table 8-21). Similarly, Table 8-22 indicates that dropouts are more likely than stayers to feel that they do not have much to be proud of. It would seem that although dropouts are as likely as school stayers to report that they are as "good" as their peers, they still are less likely (than school stayers) to be satisfied with themselves and/or report being proud of themselves. They seem to perceive themselves as falling short with respect to their own internal standards. This discrepancy may reflect an inability or refusal to consider their peers as a standard to compare themselves to. This might be expected if the potential dropouts do not feel part of the school student body.

Tables 8-23 to 8-28 show what the respondents think others feel about them. Inspection of Tables 8-23 to 8-28 indicates that the dropouts report that they are less likely than school stayers to be perceived as:

- an athlete
- socially active
- an important person.

Conversely, the dropouts are more likely to respond that they are perceived as troublemakers. Clearly, the dropouts feel they are not part of the student body with respect to many of the typical student activities. It would appear that they have in some ways isolated themselves socially from the majority of the student body by their sophomore year. As indicated in Chapter 6, they have also intellectually separated themselves from the majority as indicated by their academic performance (grades) and their measured cognitive achievement (test scores).

Tables 8-29 to 8-33 present comparisons between school stayers and dropouts with respect to their feelings about locus of control or how much they can control their own destiny. With the exception of the results in Table 8-33, all the remaining locus of control questions suggest that dropouts, as compared to school stayers, feel that much of their destiny is out of their hands. These results are relatively consistent over sex and racial/ethnic groups.

Table 8-34 below provides a summary of the contrasts between school stayers and dropouts with respect to life values. Inspection of Table 8-34 indicates that dropouts are more likely than school stayers to

Table 8-21

ON THE WHOLE, I AM SATISFIED WITH MYSELF
(1=DISAGREE STRONGLY; 4=AGREE STRONGLY)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	22196	2906	2.98	0.7	20297	2499	3.00	0.7	1899	408	2.90	0.7	-0.10*	-0.15
SEX:														
MALE	10742	1430	3.02	0.7	9792	1221	3.03	0.7	950	209	2.93	0.8	-0.10	-0.15
FEMALE	11454	1477	2.95	0.7	10505	1278	2.97	0.7	949	199	2.86	0.7	-0.11*	-0.16
SES:														
LOW	5229	667	2.95	0.7	4460	514	2.96	0.7	769	153	2.91	0.7	-0.06	-0.08
MIDDLE	10597	1425	2.97	0.7	9805	1248	2.99	0.7	792	177	2.87	0.7	-0.11	-0.17
HIGH	5716	732	3.04	0.6	5509	679	3.05	0.6	207	53	2.95	0.8	-0.10	-0.16
RACE:														
WHITE	16088	2260	2.97	0.6	14949	1976	2.99	0.6	1139	284	2.86	0.7	-0.13*	-0.19
BLACK	2823	354	3.07	0.8	2512	294	3.08	0.8	311	61	3.02	0.9	-0.06	-0.08
ASIAN-AMERICAN	290	31	2.95	0.7	275	29	2.98	0.7	15	2	2.56	0.5	-0.42	-0.59
AMERICAN INDIAN	211	27	2.86	0.8	165	20	2.91	0.7	46	7	2.71	1.0	-0.20	-0.27
MEXICAN-AMERICAN	1612	120	3.00	0.7	1390	92	3.00	0.7	222	28	3.00	0.8	-0.01	-0.01
PUERTO RICAN	289	31	3.05	0.8	231	22	3.01	0.7	58	9	3.14	0.9	0.14	0.18
OTHER HISPANIC	818	75	2.98	0.7	721	61	3.00	0.7	97	15	2.87	0.8	-0.13	-0.18
SCHOOL TYPE:														
PUBLIC	19376	2636	2.98	0.7	17552	2246	2.99	0.7	1824	389	2.90	0.8	-0.09*	-0.13
PRIVATE	660	84	3.04	0.6	634	71	3.08	0.6	26	12	2.79	0.6	-0.29	-0.47
CATHOLIC	2160	187	3.01	0.7	2111	181	3.03	0.6	49	6	2.64	0.8	-0.39	-0.60
GEOGRAPHIC REGION:														
NORTHEAST	4886	646	2.98	0.7	4565	578	2.99	0.7	321	68	2.90	0.8	-0.09	-0.14
NORTH CENTRAL	6380	824	2.97	0.7	5947	732	2.98	0.7	433	92	2.89	0.7	-0.09	-0.14
SOUTH	6996	955	2.99	0.7	6218	788	3.01	0.7	778	167	2.93	0.7	-0.07	-0.10
WEST	3934	482	2.99	0.7	3567	401	3.03	0.7	367	81	2.82	0.7	-0.21*	-0.31
CURRICULUM:														
GENERAL	9630	1289	2.97	0.7	8619	1070	2.98	0.7	1011	219	2.90	0.7	-0.08	-0.12
ACADEMIC	7981	989	3.01	0.7	7725	929	3.02	0.7	256	60	2.87	0.7	-0.15	-0.23
VOCATIONAL	4190	578	2.99	0.7	3629	463	3.00	0.7	561	115	2.93	0.8	-0.07	-0.09
COMMUNITY TYPE:														
URBAN	4633	575	3.00	0.7	4101	465	3.03	0.7	532	110	2.89	0.8	-0.14	-0.20
SUBURBAN	10999	1392	2.98	0.7	10221	1224	2.99	0.7	778	168	2.90	0.7	-0.09	-0.14
RURAL	6564	939	2.98	0.7	5975	810	2.99	0.7	589	129	2.90	0.7	-0.09	-0.14

NOTE: WEIGHTED N IS IN THOUSANDS

Table 8-22

I FEEL I DO NOT HAVE MUCH TO BE PROUD OF
(1=AGREE STRONGLY; 4=DISAGREE STRONGLY)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP				DROPOUTS MINUS STAYERS	EFFECT SIZE
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.		
TOTAL	22100	2899	3.15	0.8	20194	2487	3.18	0.8	1906	412	2.97	0.8	-0.21*	-0.27
SEX:														
MALE	10720	1432	3.13	0.8	9763	1218	3.16	0.8	957	214	2.95	0.9	-0.20*	-0.25
FEMALE	11380	1467	3.18	0.7	10431	1269	3.20	0.7	949	199	3.00	0.8	-0.21*	-0.28
SES:														
LOW	5179	664	3.01	0.8	4399	508	3.04	0.8	780	156	2.93	0.8	-0.11	-0.13
MIDDLE	10608	1426	3.16	0.8	9822	1250	3.19	0.8	786	176	2.99	0.8	-0.20*	-0.26
HIGH	5674	727	3.27	0.7	5463	672	3.28	0.7	211	54	3.11	0.7	-0.17	-0.24
RACE:														
WHITE	16021	2253	3.17	0.7	14877	1966	3.20	0.7	1144	287	2.99	0.8	-0.21*	-0.29
BLACK	2823	356	3.14	0.9	2518	295	3.17	0.9	305	61	2.97	1.0	-0.20	-0.23
ASIAN-AMERICAN	278	30	3.18	0.8	263	28	3.19	0.8	15	2	3.08	0.8	-0.11	-0.15
AMERICAN INDIAN	217	28	3.03	0.8	172	21	3.06	0.8	45	7	2.94	0.9	-0.12	-0.15
MEXICAN-AMERICAN	1601	119	2.95	0.8	1371	90	2.99	0.8	230	29	2.80	0.8	-0.19	-0.23
PUERTO RICAN	290	31	2.93	0.9	231	22	2.95	0.9	59	9	2.89	0.8	-0.06	-0.07
OTHER HISPANIC	809	74	3.07	0.9	710	60	3.06	0.8	99	15	3.11	0.9	0.05	0.06
SCHOOL TYPE:														
PUBLIC	19291	2629	3.14	0.8	17465	2236	3.17	0.8	1826	393	2.98	0.8	-0.19*	-0.25
PRIVATE	652	82	3.26	0.6	626	70	3.32	0.6	26	13	2.93	0.5	-0.39	-0.63
CATHOLIC	2157	188	3.21	0.8	2103	181	3.22	0.7	54	7	2.82	0.9	-0.41	-0.54
GEOGRAPHIC REGION:														
NORTHEAST	4830	640	3.16	0.8	4515	572	3.17	0.7	315	68	3.00	0.8	-0.17	-0.23
NORTH CENTRAL	6368	824	3.15	0.8	5920	728	3.17	0.8	448	96	2.95	0.8	-0.22*	-0.29
SOUTH	6981	953	3.13	0.8	6211	787	3.17	0.8	770	166	2.97	0.8	-0.20*	-0.25
WEST	3921	482	3.18	0.8	3548	400	3.22	0.8	373	82	2.98	0.8	-0.24*	-0.32
CURRICULUM:														
GENERAL	9603	1289	3.11	0.8	8574	1065	3.14	0.8	1029	224	2.98	0.8	-0.15*	-0.20
ACADEMIC	7943	983	3.28	0.7	7693	924	3.29	0.7	250	59	3.13	0.8	-0.16	-0.22
VOCATIONAL	4164	576	3.04	0.8	3608	461	3.08	0.8	556	116	2.88	0.8	-0.20*	-0.25
COMMUNITY TYPE:														
URBAN	4622	578	3.14	0.8	4082	464	3.19	0.8	540	113	2.96	0.9	-0.22*	-0.29
SUBURBAN	10919	1383	3.17	0.8	10138	1213	3.20	0.7	781	170	2.97	0.8	-0.22*	-0.30
RURAL	6559	938	3.13	0.8	5974	809	3.15	0.8	585	129	2.98	0.8	-0.17*	-0.22

NOTE: WEIGHTED N IS IN THOUSANDS

Table 8-23

I AM POPULAR WITH OTHER STUDENTS IN MY CLASS (PERCENT TRUE)

ALL SOPHOMORES-1980

	ALL SOPHOMORES			SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP			SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP			DROPOUTS MINUS STAYERS
	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	
TOTAL	23218	3053	77.2	21128	2604	78.1	2090	449	71.7	-6.4*
SEX:										
MALE	11290	1512	76.9	10245	1279	77.8	1045	233	71.9	-5.9*
FEMALE	11928	1541	77.4	10883	1325	78.4	1045	216	71.4	-7.0*
SES:										
LOW	5597	720	69.7	4727	545	70.3	870	175	68.0	-2.3
MIDDLE	11115	1500	78.1	10267	1309	79.0	848	190	72.6	-6.4*
HIGH	5814	745	83.0	5591	689	83.3	223	56	78.9	-4.4
RACE:										
WHITE	16800	2370	77.6	15530	2055	78.5	1270	315	71.8	-6.7*
BLACK	2970	377	79.0	2638	311	80.4	332	66	72.6	-7.8*
ASIAN-AMERICAN	302	32	69.2	287	30	69.8	15	2	59.7	-10.1
AMERICAN INDIAN	230	30	68.1	182	22	68.8	48	8	66.0	-2.8
MEXICAN-AMERICAN	1707	128	70.1	1464	97	70.0	243	30	70.4	0.3
PUERTO RICAN	300	32	71.6	238	23	71.3	62	10	72.4	1.1
OTHER HISPANIC	841	77	76.6	733	61	77.9	108	16	71.4	-6.6
SCHOOL TYPE:										
PUBLIC	20307	2771	76.7	18300	2342	77.7	2007	429	71.1	-6.6*
PRIVATE	672	85	81.2	646	73	80.9	26	12	83.4	2.5
CATHOLIC	2239	196	82.4	2182	189	82.3	57	8	85.3	3.0
GEOGRAPHIC REGION:										
NORTHEAST	5121	681	79.2	4764	604	80.5	357	76	69.0	-11.5*
NORTH CENTRAL	6675	866	76.1	6187	762	76.6	488	104	72.9	-3.6
SOUTH	7316	1004	77.1	6463	821	78.3	853	182	71.5	-6.8*
WEST	4106	502	76.4	3714	416	77.1	392	86	72.9	-4.2
CURRICULUM:										
GENERAL	10213	1372	75.5	9087	1128	76.3	1126	244	71.8	-4.5*
ACADEMIC	8137	1007	82.1	7871	946	82.4	266	60	78.2	-4.2
VOCATIONAL	4438	619	73.7	3823	490	74.6	615	129	70.0	-4.6
COMMUNITY TYPE:										
URBAN	4816	601	77.8	4232	482	78.6	584	119	74.6	-4.0
SUBURBAN	11501	1463	77.9	10634	1275	78.6	867	188	73.2	-5.4*
RURAL	6901	988	75.8	6262	847	77.2	639	141	67.3	-9.9*

NOTE: WEIGHTED N IS IN THOUSANDS

Table 8-24

DO OTHER SOPHOMORES IN YOUR SCHOOL SEE YOU AS ATHLETIC?
(1=NOT AT ALL; 3=VERY)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP				DROPOUTS MINUS STAYERS	EFFECT SIZE
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.		
TOTAL	23925	3137	1.81	0.7	21785	2681	1.84	0.7	2140	456	1.62	0.7	-0.22*	-0.31
SEX:														
MALE	11730	1566	1.96	0.7	10645	1325	1.99	0.7	1085	241	1.75	0.7	-0.24*	-0.34
FEMALE	12195	1570	1.67	0.7	11140	1355	1.70	0.7	1055	215	1.47	0.6	-0.23*	-0.32
SES:														
LOW	5807	744	1.68	0.7	4916	568	1.71	0.7	891	176	1.56	0.6	-0.15*	-0.22
MIDDLE	11354	1527	1.81	0.7	10495	1335	1.84	0.7	859	191	1.61	0.7	-0.23*	-0.32
HIGH	5970	764	1.96	0.7	5744	708	1.96	0.7	226	56	1.86	0.7	-0.11	-0.15
RACE:														
WHITE	17221	2424	1.79	0.7	15932	2107	1.83	0.7	1289	318	1.54	0.6	-0.29*	-0.41
BLACK	3110	393	1.94	0.8	2760	325	1.94	0.8	350	68	1.91	0.8	-0.03	-0.03
ASIAN-AMERICAN	316	33	1.81	0.7	298	31	1.80	0.7	18	2	1.95	0.6	0.14	0.21
AMERICAN INDIAN	240	31	1.83	0.7	191	23	1.88	0.7	49	8	1.67	0.7	-0.22	-0.31
MEXICAN-AMERICAN	1785	133	1.74	0.7	1535	102	1.78	0.7	250	32	1.61	0.6	-0.17	-0.23
PUERTO RICAN	314	33	1.85	0.7	251	23	1.85	0.7	63	10	1.85	0.7	-0.00	-0.00
OTHER HISPANIC	865	80	1.83	0.7	758	64	1.87	0.7	107	16	1.65	0.7	-0.22	-0.31
SCHOOL TYPE:														
PUBLIC	20932	2851	1.80	0.7	18879	2415	1.84	0.7	2053	436	1.62	0.7	-0.22*	-0.31
PRIVATE	688	87	1.95	0.7	662	75	1.99	0.7	26	12	1.72	0.7	-0.26	-0.38
CATHOLIC	2305	199	1.87	0.7	2244	191	1.87	0.7	61	8	1.69	0.6	-0.19	-0.27
GEOGRAPHIC REGION:														
NORTHEAST	5208	689	1.82	0.7	4848	615	1.84	0.7	360	74	1.64	0.7	-0.20*	-0.28
NORTH CENTRAL	6916	894	1.82	0.7	6415	788	1.86	0.7	501	106	1.51	0.6	-0.35*	-0.49
SOUTH	7582	1040	1.79	0.7	6717	854	1.81	0.7	865	186	1.67	0.7	-0.15*	-0.20
WEST	4219	514	1.84	0.7	3805	425	1.88	0.7	414	90	1.63	0.7	-0.25*	-0.35
CURRICULUM:														
GENERAL	10549	1418	1.77	0.7	9394	1167	1.82	0.7	1155	251	1.56	0.6	-0.26*	-0.37
ACADEMIC	8325	1024	1.92	0.7	8060	966	1.92	0.7	265	59	1.78	0.7	-0.15	-0.21
VOCATIONAL	4615	638	1.73	0.7	3976	508	1.75	0.7	639	130	1.65	0.7	-0.10	-0.14
COMMUNITY TYPE:														
URBAN	4999	619	1.79	0.7	4403	499	1.82	0.7	596	120	1.65	0.7	-0.16*	-0.23
SUBURBAN	11844	1503	1.82	0.7	10962	1313	1.85	0.7	882	190	1.62	0.6	-0.23*	-0.33
RURAL	7082	1015	1.81	0.7	6420	869	1.85	0.7	662	145	1.60	0.7	-0.25*	-0.36

NOTE: WEIGHTED N IS IN THOUSANDS

Table 8-25

DO OTHER SOPHOMORES IN YOUR SCHOOL SEE YOU AS SOCIALLY ACTIVE?
(1=NOT AT ALL; 3=VERY)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP				DROPOUTS MINUS STAYERS	EFFECT SIZE
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.		
TOTAL	23781	3119	1.97	0.6	21669	2667	1.97	0.6	2112	451	1.91	0.7	-0.07	-0.10
SEX:														
MALE	11634	1553	1.89	0.6	10567	1316	1.89	0.6	1067	238	1.84	0.7	-0.06	-0.09
FEMALE	12147	1566	2.04	0.6	11102	1352	2.05	0.6	1045	214	1.99	0.7	-0.07	-0.10
SES:														
LOW	5752	737	1.85	0.7	4875	563	1.85	0.7	877	174	1.86	0.7	0.01	0.01
MIDDLE	11295	1519	1.98	0.6	10444	1329	1.98	0.6	851	190	1.93	0.7	-0.05	-0.08
HIGH	5953	763	2.06	0.6	5730	707	2.06	0.6	223	55	2.02	0.7	-0.05	-0.08
RACE:														
WHITE	17150	2415	1.96	0.6	15869	2099	1.97	0.6	1281	316	1.88	0.7	-0.08	-0.13
BLACK	3074	388	2.07	0.7	2735	321	2.08	0.7	339	67	2.03	0.7	-0.05	-0.07
ASIAN-AMERICAN	312	33	1.85	0.6	295	31	1.83	0.6	17	2	2.12	0.6	0.29	0.47
AMERICAN INDIAN	237	31	1.87	0.7	187	23	1.82	0.7	50	8	2.02	0.6	0.20	0.30
MEXICAN-AMERICAN	1763	132	1.83	0.7	1520	101	1.84	0.6	243	31	1.80	0.7	-0.04	-0.06
PUERTO RICAN	313	33	2.06	0.7	251	23	1.99	0.7	62	9	2.23	0.8	0.23	0.34
OTHER HISPANIC	858	79	1.94	0.7	751	63	1.98	0.6	107	16	1.80	0.7	-0.18	-0.28
SCHOOL TYPE:														
PUBLIC	20797	2833	1.96	0.6	18771	2401	1.97	0.6	2026	432	1.90	0.7	-0.06	-0.10
PRIVATE	687	87	2.07	0.6	662	76	2.08	0.6	25	12	2.01	0.6	-0.07	-0.12
CATHOLIC	2297	198	2.02	0.6	2236	191	2.02	0.6	61	8	1.94	0.5	-0.08	-0.13
GEOGRAPHIC REGION:														
NORTHEAST	5182	686	1.99	0.6	4823	612	1.99	0.6	359	74	1.99	0.7	0.00	0.01
NORTH CENTRAL	6877	888	1.95	0.6	6383	783	1.96	0.6	494	105	1.91	0.7	-0.05	-0.08
SOUTH	7519	1031	1.97	0.7	6666	848	1.98	0.6	853	183	1.90	0.7	-0.08	-0.13
WEST	4203	514	1.95	0.7	3797	425	1.97	0.6	406	89	1.86	0.7	-0.11	-0.17
CURRICULUM:														
GENERAL	10484	1409	1.93	0.6	9345	1161	1.94	0.6	1139	248	1.89	0.7	-0.05	-0.07
ACADEMIC	8301	1023	2.04	0.6	8034	963	2.05	0.6	267	59	1.95	0.7	-0.10	-0.17
VOCATIONAL	4573	631	1.93	0.7	3946	504	1.93	0.7	627	128	1.93	0.7	-0.00	-0.00
COMMUNITY TYPE:														
URBAN	4965	615	1.97	0.7	4378	496	1.97	0.7	587	119	1.98	0.7	0.01	0.02
SUBURBAN	11778	1496	1.97	0.6	10904	1306	1.98	0.6	874	189	1.87	0.7	-0.11*	-0.18
RURAL	7038	1008	1.96	0.7	6387	865	1.97	0.6	651	143	1.90	0.7	-0.07	-0.10

NOTE: WEIGHTED N IS IN THOUSANDS

Table 8-26

DO OTHER SOPHOMORES IN YOUR SCHOOL SEE YOU AS A GOOD STUDENT?
(1=NOT AT ALL; 3=VERY)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	23997	3146	2.18	0.6	21850	2688	2.22	0.6	2147	458	1.95	0.6	-0.27*	-0.47
SEX:														
MALE	11759	1569	2.12	0.6	10669	1327	2.17	0.6	1090	242	1.88	0.6	-0.28*	-0.49
FEMALE	12238	1576	2.25	0.6	11181	1361	2.28	0.6	1057	215	2.03	0.6	-0.25*	-0.44
SES:														
LOW	5825	746	2.12	0.6	4934	569	2.17	0.6	891	177	1.98	0.6	-0.19*	-0.31
MIDDLE	11376	1529	2.17	0.6	10517	1338	2.20	0.6	859	191	1.92	0.6	-0.28*	-0.49
HIGH	5988	766	2.28	0.6	5763	711	2.31	0.6	225	56	1.92	0.6	-0.39*	-0.69
RACE:														
WHITE	17259	2429	2.16	0.6	15968	2111	2.20	0.6	1291	318	1.85	0.6	-0.35*	-0.62
BLACK	3125	395	2.38	0.6	2775	326	2.40	0.6	350	69	2.31	0.6	-0.09	-0.15
ASIAN-AMERICAN	320	34	2.33	0.6	303	31	2.36	0.6	17	2	1.98	0.4	-0.38	-0.66
AMERICAN INDIAN	241	31	2.11	0.7	192	23	2.12	0.7	49	8	2.08	0.6	-0.04	-0.06
MEXICAN-AMERICAN	1789	134	2.11	0.6	1536	102	2.14	0.6	253	32	2.02	0.6	-0.12	-0.21
PUERTO RICAN	318	34	2.27	0.7	253	24	2.22	0.7	65	10	2.39	0.7	0.17	0.26
OTHER HISPANIC	869	80	2.11	0.6	762	64	2.17	0.6	107	16	1.84	0.6	-0.33*	-0.57
SCHOOL TYPE:														
PUBLIC	21004	2859	2.18	0.6	18943	2421	2.22	0.6	2061	438	1.96	0.6	-0.26*	-0.46
PRIVATE	689	87	2.14	0.6	664	75	2.19	0.6	25	12	1.83	0.6	-0.36	-0.62
CATHOLIC	2304	199	2.22	0.6	2243	191	2.24	0.6	61	8	1.81	0.6	-0.43*	-0.75
GEOGRAPHIC REGION:														
NORTHEAST	5221	691	2.20	0.6	4854	615	2.23	0.6	367	76	1.96	0.6	-0.27*	-0.46
NORTH CENTRAL	6927	896	2.15	0.6	6428	789	2.18	0.6	499	107	1.89	0.6	-0.29*	-0.51
SOUTH	7621	1043	2.20	0.6	6752	857	2.25	0.6	869	186	2.01	0.6	-0.24*	-0.41
WEST	4228	515	2.19	0.6	3816	426	2.25	0.6	412	89	1.90	0.6	-0.35*	-0.61
CURRICULUM:														
GENERAL	10568	1419	2.08	0.6	9421	1169	2.13	0.6	1147	250	1.89	0.6	-0.24*	-0.42
ACADEMIC	8341	1026	2.36	0.6	8073	967	2.37	0.6	268	59	2.09	0.6	-0.28*	-0.51
VOCATIONAL	4646	643	2.13	0.6	3998	511	2.17	0.6	648	132	2.00	0.6	-0.17*	-0.29
COMMUNITY TYPE:														
URBAN	5030	624	2.22	0.6	4427	501	2.26	0.6	603	123	2.04	0.7	-0.22*	-0.38
SUBURBAN	11862	1504	2.18	0.6	10983	1315	2.22	0.6	879	189	1.93	0.6	-0.29*	-0.52
RURAL	7105	1017	2.16	0.6	6440	871	2.20	0.6	665	146	1.91	0.6	-0.29*	-0.51

NOTE: WEIGHTED N IS IN THOUSANDS

Table 8-27

DO OTHER SOPHOMORES IN YOUR SCHOOL SEE YOU AS IMPORTANT?
(1=NOT AT ALL; 3=VERY)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	23584	3093	1.94	0.6	21486	2645	1.95	0.6	2098	447	1.88	0.6	-0.08*	-0.13
SEX:														
MALE	11560	1544	1.91	0.6	10495	1307	1.92	0.6	1065	237	1.84	0.6	-0.07	-0.13
FEMALE	12024	1549	1.98	0.6	10991	1339	1.99	0.6	1033	210	1.92	0.6	-0.07	-0.13
SES:														
LOW	5731	735	1.84	0.6	4859	561	1.85	0.6	872	174	1.80	0.6	-0.05	-0.08
MIDDLE	11190	1504	1.95	0.6	10343	1317	1.96	0.6	847	188	1.89	0.6	-0.06	-0.11
HIGH	5894	756	2.04	0.6	5670	700	2.04	0.6	224	56	2.03	0.6	-0.01	-0.02
RACE:														
WHITE	17019	2396	1.93	0.6	15743	2082	1.95	0.6	1276	314	1.83	0.6	-0.12*	-0.21
BLACK	3049	386	2.03	0.7	2709	319	2.02	0.6	340	67	2.09	0.7	0.07	0.10
ASIAN-AMERICAN	309	32	1.94	0.6	292	30	1.95	0.6	17	2	1.87	0.4	-0.08	-0.13
AMERICAN INDIAN	232	30	1.91	0.6	186	23	1.92	0.6	46	7	1.90	0.6	-0.02	-0.03
MEXICAN-AMERICAN	1735	130	1.87	0.6	1498	99	1.88	0.6	237	30	1.83	0.6	-0.05	-0.09
PUERTO RICAN	308	33	1.98	0.6	247	23	1.88	0.6	61	9	2.21	0.6	0.33	0.56
OTHER HISPANIC	859	79	1.98	0.6	752	63	2.01	0.6	107	16	1.85	0.6	-0.16	-0.27
SCHOOL TYPE:														
PUBLIC	20627	2809	1.94	0.6	18613	2381	1.95	0.6	2014	428	1.87	0.6	-0.08*	-0.13
PRIVATE	680	87	2.01	0.6	655	75	2.02	0.6	25	12	1.99	0.5	-0.02	-0.04
CATHOLIC	2277	197	2.03	0.6	2218	189	2.03	0.6	59	7	2.13	0.5	0.10	0.18
GEOGRAPHIC REGION:														
NORTHEAST	5143	680	1.95	0.6	4787	607	1.96	0.6	356	73	1.89	0.7	-0.07	-0.12
NORTH CENTRAL	6825	883	1.94	0.6	6329	777	1.95	0.6	496	106	1.85	0.6	-0.10	-0.17
SOUTH	7471	1024	1.95	0.6	6624	842	1.96	0.6	847	182	1.89	0.6	-0.07	-0.11
WEST	4145	506	1.94	0.6	3746	419	1.95	0.6	399	87	1.87	0.6	-0.08	-0.14
CURRICULUM:														
GENERAL	10418	1399	1.90	0.6	9283	1153	1.91	0.6	1135	246	1.84	0.6	-0.07	-0.13
ACADEMIC	8208	1011	2.02	0.6	7950	953	2.03	0.6	258	58	1.96	0.6	-0.06	-0.11
VOCATIONAL	4533	627	1.92	0.6	3907	500	1.92	0.6	626	128	1.91	0.7	-0.01	-0.02
COMMUNITY TYPE:														
URBAN	4914	609	1.95	0.6	4334	491	1.95	0.6	580	118	1.95	0.6	-0.00	-0.01
SUBURBAN	11658	1479	1.96	0.6	10795	1294	1.97	0.6	863	186	1.88	0.6	-0.09	-0.16
RURAL	7012	1004	1.92	0.6	6357	861	1.94	0.6	655	143	1.82	0.6	-0.11*	-0.19

NOTE: WEIGHTED N IS IN THOUSANDS

Table 8-28

DO OTHER SOPHOMORES IN YOUR SCHOOL SEE YOU AS A TROUBLE MAKER?
(1=VERY; 3=NOT AT ALL)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	23683	3105	2.70	0.5	21574	2655	2.72	0.5	2109	450	2.55	0.6	-0.17*	-0.33
SEX:														
MALE	11606	1550	2.62	0.6	10538	1312	2.64	0.6	1068	238	2.47	0.7	-0.18*	-0.32
FEMALE	12077	1556	2.77	0.5	11036	1344	2.79	0.5	1041	212	2.64	0.6	-0.15*	-0.33
SES:														
LOW	5733	736	2.71	0.5	4856	561	2.74	0.5	877	175	2.61	0.6	-0.13*	-0.24
MIDDLE	11242	1510	2.69	0.5	10397	1323	2.72	0.5	845	187	2.52	0.6	-0.20*	-0.38
HIGH	5928	759	2.70	0.5	5705	704	2.72	0.5	223	55	2.44	0.7	-0.27*	-0.53
RACE:														
WHITE	17105	2407	2.68	0.5	15821	2092	2.70	0.5	1284	316	2.51	0.6	-0.19*	-0.36
BLACK	3043	386	2.83	0.5	2705	319	2.86	0.4	338	67	2.71	0.6	-0.15*	-0.33
ASIAN-AMERICAN	309	32	2.78	0.5	293	30	2.79	0.5	16	2	2.56	0.7	-0.23	-0.47
AMERICAN INDIAN	234	31	2.56	0.7	186	23	2.61	0.6	48	8	2.43	0.7	-0.18	-0.28
MEXICAN-AMERICAN	1749	130	2.69	0.5	1509	99	2.73	0.5	240	31	2.57	0.6	-0.15	-0.28
PUERTO RICAN	311	33	2.73	0.5	249	23	2.74	0.5	62	10	2.72	0.5	-0.02	-0.04
OTHER HISPANIC	857	79	2.65	0.6	750	63	2.69	0.5	107	16	2.53	0.6	-0.16	-0.29
SCHOOL TYPE:														
PUBLIC	20714	2822	2.70	0.5	18691	2391	2.73	0.5	2023	431	2.56	0.6	-0.17*	-0.32
PRIVATE	684	86	2.59	0.6	659	75	2.62	0.6	25	12	2.39	0.6	-0.23	-0.41
CATHOLIC	2285	197	2.64	0.6	2224	189	2.67	0.5	61	8	2.08	0.7	-0.58*	-1.08
GEOGRAPHIC REGION:														
NORTHEAST	5166	684	2.69	0.5	4806	610	2.71	0.5	360	74	2.49	0.6	-0.22*	-0.43
NORTH CENTRAL	6854	886	2.63	0.6	6361	781	2.65	0.5	493	105	2.47	0.6	-0.18*	-0.33
SOUTH	7489	1026	2.76	0.5	6638	843	2.80	0.5	851	183	2.62	0.6	-0.17*	-0.36
WEST	4174	509	2.68	0.6	3769	421	2.71	0.5	405	88	2.54	0.6	-0.17*	-0.31
CURRICULUM:														
GENERAL	10428	1401	2.66	0.6	9287	1153	2.68	0.5	1141	248	2.54	0.6	-0.14*	-0.25
ACADEMIC	8269	1018	2.77	0.5	8010	960	2.78	0.5	259	58	2.63	0.6	-0.15	-0.32
VOCATIONAL	4553	630	2.67	0.6	3926	502	2.70	0.5	627	128	2.53	0.6	-0.17*	-0.30
COMMUNITY TYPE:														
URBAN	4933	613	2.73	0.5	4351	494	2.77	0.5	582	119	2.58	0.6	-0.20*	-0.39
SUBURBAN	11715	1485	2.68	0.5	10844	1298	2.71	0.5	871	188	2.52	0.6	-0.18*	-0.35
RURAL	7035	1007	2.69	0.5	6379	864	2.71	0.5	656	143	2.56	0.6	-0.15*	-0.29

NOTE: WEIGHTED N IS IN THOUSANDS

Table 8-29

GOOD LUCK IS MORE IMPORTANT THAN HARD WORK FOR SUCCESS
(1=AGREE STRONGLY; 4=DISAGREE STRONGLY)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	21862	2873	3.07	0.7	19959	2464	3.11	0.7	1903	408	2.89	0.8	-0.22*	-0.30
SEX:														
MALE	10525	1407	3.02	0.8	9586	1198	3.06	0.7	939	209	2.84	0.9	-0.22*	-0.29
FEMALE	11337	1466	3.12	0.7	10373	1266	3.15	0.7	964	200	2.93	0.8	-0.22*	-0.32
SES:														
LOW	5152	659	2.94	0.8	4365	503	2.97	0.8	787	155	2.84	0.8	-0.13	-0.17
MIDDLE	10460	1413	3.09	0.7	9682	1240	3.11	0.7	778	174	2.91	0.8	-0.20*	-0.29
HIGH	5611	718	3.20	0.7	5407	665	3.21	0.7	204	53	2.99	0.8	-0.22	-0.34
RACE:														
WHITE	15903	2239	3.14	0.7	14746	1952	3.16	0.7	1157	287	2.95	0.8	-0.21*	-0.31
BLACK	2738	347	2.83	0.9	2432	286	2.86	0.9	306	61	2.68	0.9	-0.19	-0.22
ASIAN-AMERICAN	288	31	3.03	0.7	273	29	3.06	0.6	15	2	2.51	0.8	-0.55	-0.85
AMERICAN INDIAN	212	27	3.00	0.8	169	20	3.00	0.8	43	7	2.98	0.8	-0.03	-0.03
MEXICAN-AMERICAN	1602	119	2.84	0.8	1382	92	2.86	0.8	220	27	2.79	0.8	-0.07	-0.09
PUERTO RICAN	271	29	2.76	0.8	217	20	2.76	0.7	54	8	2.76	1.0	0.01	0.01
OTHER HISPANIC	783	72	2.88	0.8	686	59	2.93	0.8	97	14	2.68	1.0	-0.25	-0.30
SCHOOL TYPE:														
PUBLIC	19102	2606	3.06	0.7	17277	2216	3.09	0.7	1825	389	2.87	0.8	-0.22*	-0.30
PRIVATE	660	83	3.16	0.7	635	71	3.19	0.6	25	12	3.02	0.7	-0.17	-0.26
CATHOLIC	2100	184	3.22	0.6	2047	177	3.22	0.6	53	7	3.27	0.7	0.05	0.08
GEOGRAPHIC REGION:														
NORTHEAST	4753	632	3.08	0.7	4435	565	3.10	0.7	318	67	2.88	0.8	-0.22*	-0.31
NORTH CENTRAL	6331	820	3.12	0.7	5878	724	3.15	0.7	453	96	2.89	0.8	-0.26*	-0.38
SOUTH	6880	942	3.00	0.8	6113	777	3.04	0.7	767	165	2.83	0.9	-0.21*	-0.28
WEST	3898	479	3.13	0.7	3533	398	3.16	0.7	365	81	3.01	0.8	-0.15	-0.21
CURRICULUM:														
GENERAL	9502	1280	3.05	0.7	8476	1056	3.07	0.7	1026	223	2.97	0.8	-0.10	-0.14
ACADEMIC	7850	970	3.22	0.7	7595	912	3.23	0.6	255	59	2.99	0.8	-0.25*	-0.38
VOCATIONAL	4138	573	2.90	0.8	3586	461	2.96	0.8	552	112	2.69	0.9	-0.27*	-0.34
COMMUNITY TYPE:														
URBAN	4561	571	3.01	0.8	4018	460	3.07	0.7	543	111	2.77	0.9	-0.29*	-0.39
SUBURBAN	10861	1380	3.10	0.7	10079	1209	3.13	0.7	782	171	2.93	0.8	-0.20*	-0.28
RURAL	6440	921	3.07	0.7	5862	795	3.09	0.7	578	126	2.92	0.8	-0.17*	-0.23

NOTE: WEIGHTED N IS IN THOUSANDS

Table 8-30

EVERY TIME I TRY TO GET AHEAD, SOMETHING OR SOMEBODY STOPS ME
(1=AGREE STRONGLY; 4=DISAGREE STRONGLY)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	21270	2789	2.74	0.7	19407	2394	2.78	0.7	1863	395	2.52	0.8	-0.26*	-0.36
SEX:														
MALE	10303	1375	2.70	0.7	9372	1170	2.73	0.7	931	204	2.50	0.8	-0.23*	-0.31
FEMALE	10967	1414	2.78	0.7	10035	1224	2.82	0.7	932	191	2.54	0.8	-0.28*	-0.41
SES:														
LOW	5012	636	2.58	0.8	4248	488	2.62	0.7	764	148	2.47	0.8	-0.15*	-0.20
MIDDLE	10208	1374	2.74	0.7	9443	1205	2.77	0.7	765	169	2.51	0.8	-0.25*	-0.36
HIGH	5432	699	2.91	0.6	5232	647	2.93	0.6	200	52	2.72	0.7	-0.20	-0.32
RACE:														
WHITE	15425	2170	2.77	0.7	14296	1892	2.80	0.7	1129	278	2.51	0.8	-0.30*	-0.43
BLACK	2683	338	2.65	0.8	2391	281	2.67	0.8	292	57	2.54	0.9	-0.13	-0.16
ASIAN-AMERICAN	272	30	2.76	0.7	258	28	2.77	0.7	14	2	2.73	0.6	-0.04	-0.05
AMERICAN INDIAN	203	26	2.51	0.8	162	20	2.52	0.8	41	7	2.47	0.8	-0.05	-0.07
MEXICAN-AMERICAN	1561	115	2.61	0.7	1339	88	2.63	0.7	222	27	2.56	0.8	-0.08	-0.10
PUERTO RICAN	272	30	2.56	0.8	214	20	2.62	0.8	58	9	2.43	0.8	-0.19	-0.24
OTHER HISPANIC	794	73	2.74	0.8	698	59	2.75	0.8	96	14	2.69	0.8	-0.06	-0.08
SCHOOL TYPE:														
PUBLIC	18607	2533	2.73	0.7	16818	2155	2.76	0.7	1789	378	2.51	0.8	-0.25*	-0.35
PRIVATE	618	77	2.92	0.6	595	67	2.97	0.6	23	11	2.62	0.7	-0.35	-0.57
CATHOLIC	2045	178	2.88	0.7	1994	172	2.88	0.7	51	7	2.85	0.7	-0.03	-0.05
GEOGRAPHIC REGION:														
NORTHEAST	4673	621	2.79	0.7	4365	557	2.82	0.7	308	64	2.51	0.8	-0.31*	-0.44
NORTH CENTRAL	6131	793	2.75	0.7	5695	702	2.78	0.7	436	91	2.56	0.8	-0.22*	-0.31
SOUTH	6668	910	2.66	0.7	5916	749	2.71	0.7	752	161	2.47	0.8	-0.24*	-0.33
WEST	3798	465	2.81	0.7	3431	386	2.85	0.7	367	79	2.60	0.8	-0.25*	-0.36
CURRICULUM:														
GENERAL	9261	1244	2.69	0.7	8263	1029	2.72	0.7	998	214	2.54	0.8	-0.18*	-0.25
ACADEMIC	7601	942	2.90	0.7	7361	886	2.92	0.7	240	56	2.63	0.8	-0.28*	-0.43
VOCATIONAL	4040	556	2.61	0.8	3487	445	2.65	0.7	553	111	2.45	0.8	-0.20*	-0.26
COMMUNITY TYPE:														
URBAN	4437	553	2.76	0.7	3911	446	2.80	0.7	526	107	2.57	0.8	-0.24*	-0.33
SUBURBAN	10604	1346	2.77	0.7	9825	1179	2.80	0.7	779	167	2.55	0.8	-0.25*	-0.35
RURAL	6229	889	2.69	0.7	5671	768	2.73	0.7	558	121	2.44	0.8	-0.28*	-0.40

NOTE: WEIGHTED N IS IN THOUSANDS

Table 8-31

PLANNING ONLY MAKES A PERSON UNHAPPY, SINCE PLANS HARDLY EVER WORK OUT ANYWAY
(1=AGREE STRONGLY; 4=DISAGREE STRONGLY)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	21932	2880	2.97	0.8	20012	2469	3.01	0.8	1920	411	2.74	0.9	-0.27*	-0.35
SEX:														
MALE	10530	1408	2.91	0.8	9582	1197	2.94	0.8	948	211	2.70	0.9	-0.25*	-0.31
FEMALE	11402	1472	3.03	0.8	10430	1272	3.07	0.8	972	199	2.78	0.9	-0.29*	-0.37
SES:														
LOW	5154	659	2.79	0.8	4369	505	2.82	0.8	785	154	2.68	0.8	-0.15*	-0.18
MIDDLE	10506	1415	2.98	0.8	9724	1239	3.01	0.8	782	175	2.77	0.9	-0.24*	-0.31
HIGH	5646	724	3.14	0.7	5432	670	3.16	0.7	214	54	2.95	0.9	-0.21	-0.29
RACE:														
WHITE	15970	2246	3.01	0.8	14813	1959	3.04	0.8	1157	287	2.76	0.8	-0.28*	-0.36
BLACK	2732	346	2.86	0.9	2421	285	2.90	0.9	311	61	2.65	0.9	-0.25*	-0.29
ASIAN-AMERICAN	279	30	3.14	0.7	265	28	3.14	0.7	14	2	3.23	0.5	0.10	0.14
AMERICAN INDIAN	216	28	2.69	0.9	171	21	2.69	0.8	45	7	2.72	1.0	0.03	0.03
MEXICAN-AMERICAN	1594	119	2.77	0.8	1369	90	2.82	0.8	225	29	2.59	0.9	-0.23	-0.29
PUERTO RICAN	280	30	2.77	0.8	220	22	2.75	0.8	60	9	2.82	0.8	0.07	0.08
OTHER HISPANIC	799	74	2.81	0.9	702	59	2.84	0.8	97	14	2.70	0.9	-0.13	-0.16
SCHOOL TYPE:														
PUBLIC	19151	2608	2.96	0.8	17312	2217	3.00	0.8	1839	391	2.73	0.9	-0.27*	-0.34
PRIVATE	657	84	3.08	0.7	630	72	3.10	0.7	27	12	2.95	0.6	-0.15	-0.22
CATHOLIC	2124	187	3.06	0.7	2070	180	3.08	0.7	54	7	2.66	1.1	-0.42	-0.56
GEOGRAPHIC REGION:														
NORTHEAST	4784	635	2.94	0.8	4468	568	2.97	0.8	316	67	2.64	0.9	-0.33*	-0.42
NORTH CENTRAL	6353	823	3.00	0.8	5896	727	3.03	0.7	457	97	2.74	0.8	-0.29*	-0.39
SOUTH	6865	940	2.92	0.8	6092	774	2.96	0.8	773	166	2.75	0.8	-0.21*	-0.26
WEST	3930	482	3.05	0.8	3556	400	3.11	0.7	374	81	2.79	0.9	-0.32*	-0.42
CURRICULUM:														
GENERAL	9572	1287	2.89	0.8	8526	1061	2.94	0.8	1046	227	2.69	0.9	-0.25*	-0.32
ACADEMIC	7856	974	3.16	0.7	7606	916	3.17	0.7	250	58	3.03	0.9	-0.14	-0.20
VOCATIONAL	4130	570	2.83	0.8	3576	457	2.86	0.8	554	112	2.70	0.8	-0.16*	-0.20
COMMUNITY TYPE:														
URBAN	4553	570	2.96	0.8	3999	456	3.00	0.8	554	113	2.77	0.9	-0.24*	-0.30
SUBURBAN	10912	1386	3.00	0.8	10128	1215	3.03	0.8	784	171	2.75	0.8	-0.28*	-0.37
RURAL	6467	924	2.93	0.8	5885	797	2.97	0.8	582	126	2.69	0.9	-0.28*	-0.35

NOTE: WEIGHTED N IS IN THOUSANDS

Table 8-32

PEOPLE WHO ACCEPT THEIR CONDITION IN LIFE ARE HAPPIER THAN THOSE WHO TRY TO CHANGE THINGS
(1=AGREE STRONGLY; 4=DISAGREE STRONGLY)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	20647	2718	2.44	0.9	18812	2326	2.45	0.9	1835	392	2.35	0.9	-0.10*	-0.12
SEX:														
MALE	9914	1329	2.43	0.9	9000	1128	2.44	0.9	914	202	2.36	0.9	-0.08	-0.10
FEMALE	10733	1388	2.44	0.9	9812	1199	2.46	0.9	921	190	2.34	0.9	-0.12	-0.13
SES:														
LOW	4872	625	2.30	0.8	4120	479	2.30	0.8	752	146	2.27	0.8	-0.03	-0.03
MIDDLE	9931	1340	2.41	0.9	9188	1173	2.43	0.9	743	167	2.33	0.9	-0.10	-0.11
HIGH	5251	677	2.62	0.9	5041	623	2.62	0.9	210	54	2.64	0.8	0.02	0.02
RACE:														
WHITE	15028	2121	2.46	0.9	13917	1845	2.48	0.9	1111	276	2.36	0.9	-0.12*	-0.14
BLACK	2555	325	2.34	0.9	2267	268	2.34	0.9	288	57	2.33	0.9	-0.02	-0.02
ASIAN-AMERICAN	261	28	2.48	0.8	245	25	2.44	0.8	16	2	2.91	0.6	0.48	0.60
AMERICAN INDIAN	201	27	2.37	0.9	157	20	2.43	0.9	44	7	2.21	0.9	-0.22	-0.25
MEXICAN-AMERICAN	1509	112	2.32	0.8	1288	86	2.31	0.8	221	27	2.32	0.8	0.01	0.01
PUERTO RICAN	259	28	2.31	0.9	210	20	2.30	0.8	49	7	2.33	1.0	0.03	0.04
OTHER HISPANIC	772	71	2.33	0.9	676	57	2.33	0.9	96	14	2.32	1.0	-0.01	-0.01
SCHOOL TYPE:														
PUBLIC	18068	2469	2.42	0.9	16304	2095	2.44	0.9	1764	374	2.34	0.9	-0.10*	-0.12
PRIVATE	603	78	2.62	0.8	578	66	2.63	0.8	25	12	2.54	0.7	-0.09	-0.11
CATHOLIC	1976	171	2.56	0.9	1930	166	2.56	0.9	46	6	2.83	0.7	0.28	0.32
GEOGRAPHIC REGION:														
NORTHEAST	4520	600	2.49	0.9	4221	538	2.51	0.9	299	62	2.32	0.9	-0.18	-0.21
NORTH CENTRAL	5918	768	2.44	0.8	5493	677	2.46	0.8	425	91	2.33	0.8	-0.12	-0.15
SOUTH	6560	901	2.37	0.9	5811	741	2.37	0.9	749	160	2.34	0.9	-0.03	-0.04
WEST	3649	449	2.50	0.9	3287	370	2.52	0.9	362	79	2.42	0.9	-0.10	-0.12
CURRICULUM:														
GENERAL	9019	1214	2.36	0.8	8017	999	2.38	0.8	1002	214	2.31	0.8	-0.07	-0.08
ACADEMIC	7321	910	2.61	0.9	7080	854	2.61	0.9	241	56	2.65	0.9	0.04	0.04
VOCATIONAL	3951	547	2.31	0.9	3426	439	2.32	0.8	525	108	2.27	0.9	-0.05	-0.06
COMMUNITY TYPE:														
URBAN	4258	534	2.46	0.9	3746	429	2.47	0.9	512	105	2.40	0.9	-0.07	-0.08
SUBURBAN	10264	1308	2.46	0.9	9502	1143	2.48	0.9	762	165	2.35	0.9	-0.13	-0.15
RURAL	6125	876	2.39	0.9	5564	754	2.40	0.9	561	122	2.32	0.9	-0.09	-0.10

NOTE: WEIGHTED N IS IN THOUSANDS

Table 8-33

WHAT HAPPENS TO ME IS MY OWN DOING
(1=DISAGREE STRONGLY; 4=AGREE STRONGLY)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	21618	2842	2.98	0.7	19721	2431	2.97	0.7	1897	410	3.06	0.7	0.09*	0.12
SEX:														
MALE	10510	1407	3.01	0.7	9568	1196	2.99	0.7	942	211	3.08	0.8	0.08	0.12
FEMALE	11108	1435	2.96	0.7	10153	1235	2.95	0.7	955	200	3.04	0.7	0.09	0.13
SES:														
LOW	5096	651	2.97	0.7	4329	501	2.94	0.7	767	150	3.08	0.7	0.13*	0.18
MIDDLE	10406	1402	2.97	0.7	9618	1224	2.96	0.7	788	178	3.04	0.7	0.08	0.11
HIGH	5516	710	3.01	0.7	5302	654	3.00	0.7	214	56	3.03	0.8	0.03	0.04
RACE:														
WHITE	15772	2223	2.99	0.7	14613	1933	2.98	0.7	1159	291	3.06	0.7	0.07	0.11
BLACK	2663	337	2.89	0.8	2374	279	2.87	0.8	289	57	3.04	0.8	0.17	0.21
ASIAN-AMERICAN	275	29	3.04	0.6	261	27	3.06	0.6	14	2	2.80	0.4	-0.25	-0.41
AMERICAN INDIAN	209	27	2.93	0.8	163	20	2.91	0.8	46	7	3.00	0.9	0.09	0.11
MEXICAN-AMERICAN	1574	117	2.99	0.7	1351	89	2.96	0.7	223	28	3.09	0.7	0.12	0.18
PUERTO RICAN	274	29	3.02	0.8	218	21	2.99	0.7	56	8	3.10	0.9	0.11	0.14
OTHER HISPANIC	790	73	3.04	0.7	690	58	3.02	0.7	100	15	3.13	0.6	0.11	0.15
SCHOOL TYPE:														
PUBLIC	18892	2578	2.98	0.7	17071	2188	2.97	0.7	1821	390	3.06	0.7	0.09*	0.12
PRIVATE	637	81	2.90	0.7	611	68	2.91	0.7	26	13	2.86	0.9	-0.05	-0.07
CATHOLIC	2089	182	2.99	0.7	2039	175	2.97	0.7	50	7	3.38	0.6	0.40*	0.59
GEOGRAPHIC REGION:														
NORTHEAST	4764	635	3.01	0.7	4447	567	2.99	0.7	317	68	3.16	0.7	0.17	0.24
NORTH CENTRAL	6245	810	2.96	0.7	5795	714	2.94	0.7	450	96	3.06	0.7	0.11	0.16
SOUTH	6756	922	2.96	0.7	5997	758	2.95	0.7	759	163	3.04	0.8	0.09	0.12
WEST	3853	475	3.03	0.7	3482	392	3.03	0.7	371	83	3.01	0.7	-0.02	-0.03
CURRICULUM:														
GENERAL	9426	1268	2.98	0.7	8406	1045	2.97	0.7	1020	223	3.05	0.7	0.08	0.12
ACADEMIC	7730	959	3.00	0.7	7479	901	2.99	0.7	251	59	3.13	0.7	0.14	0.20
VOCATIONAL	4080	564	2.96	0.7	3524	450	2.94	0.7	556	115	3.03	0.8	0.09	0.12
COMMUNITY TYPE:														
URBAN	4503	565	2.97	0.7	3966	452	2.95	0.7	537	113	3.07	0.8	0.12	0.16
SUBURBAN	10730	1366	2.98	0.7	9949	1194	2.97	0.7	781	171	3.06	0.7	0.10	0.14
RURAL	6385	911	3.00	0.7	5806	785	2.99	0.7	579	126	3.04	0.7	0.05	0.07

NOTE: WEIGHTED N IS IN THOUSANDS

Table 8-34

Constrasts between Sophomore School Stayers
and Dropouts on Life Values
(Key: 1 = Not Important; 3= Very Important)

	Sophomores Who Stayed In School		Sophomores Who Dropped Out		Dropouts Minus School Stayers	Effect Size
How Important to You Is:	MEAN	S.D.	MEAN	S.D.		
Having Lots of Money	2.24	.6	2.30	.7	.07*	.11
Having Strong Friendships	2.81	.4	2.74	.5	-.07*	-.17
Find Steady Work	2.83	.4	2.77	.5	-.06*	-.15
Being a Community Leader	1.66	.7	1.59	.7	.07*	-.11
Living Close to Parents	1.98	.7	1.87	.7	-.11*	-.16
Getting Away from This Area of the Country...	1.54	.7	1.72	.8	.18*	.23

*Significant difference

attach greater importance to "having lots of money" and "leaving this part of the country." Values such as having strong friendships, being a community leader, finding steady work, and being close to parents were more likely to be characteristics of the school stayer than the dropout. It is interesting to note that the mean levels of the responses on the importance scale, regardless of school stayer or dropout group, were highest for

- having lots of money
- having strong friendships
- having steady work.

A value that does not appear in this table because the contrast was not significant was importance of correcting social and economic inequalities. The means on this variable were 1.78 and 1.76 for school stayers and dropouts, respectively. The relative mean importance levels on this indicates that social consciousness is considerably lower than the mean importance levels of having lots of money, strong friendships, and having steady work.

G. 1980-1982 LONGITUDINAL GAINS FOR DROPOUTS

This section examines dropouts' changes in educational plans and in self-perception. Gains in achievement and life skills for dropouts have been presented in Chapter 6. Table 8-35 indicates that the dropouts reduced their expectations or plans with respect to further schooling. This decline in expectations is consistent across almost all subpopulations. This decline may be partially the result of financial constraints due to the general economic recession present in 1981 and 1982. Additional evidence for this notion of dropouts scaling down their educational expectations during the 1980-1982 period is provided in Table 8-36. Table 8-36 indicates that when the dropouts were followed up in 1982 only about one-fourth of them (26.1 percent) said they would be disappointed if they did not graduate from college. As sophomores almost 40 percent said they would be disappointed if they did not graduate from college.

Table 8-37 below presents a summary of the gains in self-esteem indicated for dropouts over the 1980-1982 period. It shows a significant gain on all self-esteem items. In general these gains were consistent in size and direction across all subpopulations with the exception of Blacks. For most items the Blacks showed somewhat less gain than the Whites and the larger Hispanic groups. It may be that dropping out of school has a more critical impact on Blacks' self-esteem than other groups. Certainly it does not help the employment prospects of Blacks who already have a limited access to the youth labor market.

Locus of control showed generally small nonsignificant positive changes at the item level. Similarly, there was little or no change in values. When asked if their job was more important than schooling, a significantly greater percentage of 1982 dropouts reported yes than they did as sophomores.

Table 8-35

AS THINGS STAND NOW, HOW FAR IN SCHOOL DO YOU THINK YOU WILL GET?
(1=LESS THAN HIGH SCHOOL; 5=GRADUATE DEGREE)

LONGITUDINAL COMPARISONS FOR THOSE WHO DROPPED OUT BY 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO DROPPED OUT		1982 DROPOUTS		POOLED S.D.	1982-198 DIFFERENCE	FFECT SIZE
			MEAN	S.D.	MEAN	S.D.			
TOTAL	1373	334677	2.61	1.0	2.40	1.0	1.0	-0.2*	-0.2
SEX:									
MALE	719	181849	2.59	1.0	2.41	1.0	1.0	-0.2*	-0.2
FEMALE	654	152828	2.62	1.0	2.39	1.1	1.1	-0.2*	-0.2
SES:									
LOW	569	128258	2.37	1.0	2.17	1.0	1.0	-0.2*	-0.2
MIDDLE	567	143057	2.70	1.0	2.52	1.1	1.0	-0.2	-0.2
HIGH	136	39800	3.06	1.1	2.78	1.1	1.1	-0.3	-0.3
RACE:									
WHITE	824	233114	2.53	1.0	2.36	1.0	1.0	-0.2*	-0.2
BLACK	242	54507	2.88	1.1	2.65	1.0	1.1	-0.2	-0.2
ASIAN-AMERICAN	8	965	2.97	1.1	2.71	0.8	1.1	-0.3	-0.2
AMERICAN INDIAN	24	4971	2.35	1.0	2.07	1.2	1.1	-0.3	-0.2
MEXICAN-AMERICAN	158	21873	2.52	1.0	2.24	1.1	1.1	-0.3	-0.3
PUERTO RICAN	44	7262	2.81	1.0	2.38	0.9	1.0	-0.4	-0.4
OTHER HISPANIC	71	11607	2.90	1.1	2.37	1.0	1.1	-0.5	-0.5
SCHOOL TYPE:									
PUBLIC	1326	320473	2.60	1.0	2.40	1.0	1.0	-0.2*	-0.2
PRIVATE	17	9668	2.79	0.8	2.78	0.9	0.9	-0.0	-0.0
CATHOLIC	30	4536	2.48	0.6	1.82	1.0	0.8	-0.7	-0.8
GEOGRAPHIC REGION:									
NORTHEAST	224	51960	2.63	1.1	2.44	1.2	1.2	-0.2	-0.2
NORTH CENTRAL	340	84294	2.46	0.9	2.33	1.0	1.0	-0.1	-0.1
SOUTH	555	133517	2.65	1.0	2.34	1.0	1.0	-0.3*	-0.3
WEST	254	64906	2.69	1.0	2.59	1.1	1.1	-0.1	-0.1
CURRICULUM:									
GENERAL	734	186292	2.51	0.9	2.30	1.0	1.0	-0.2*	-0.2
ACADEMIC	170	42613	3.44	1.1	2.94	1.1	1.1	-0.5*	-0.5
VOCATIONAL	422	95705	2.44	0.9	2.37	1.0	1.0	-0.1	-0.1
COMMUNITY TYPE:									
URBAN	389	88613	2.80	1.1	2.63	1.1	1.1	-0.2	-0.2
SUBURBAN	557	142280	2.66	1.0	2.46	1.1	1.0	-0.2	-0.2
RURAL	427	103784	2.37	0.9	2.12	1.0	0.9	-0.2*	-0.3

Table 8-36

I WILL BE DISAPPOINTED IF I DON'T GRADUATE FROM COLLEGE (PERCENT TRUE)

LONGITUDINAL COMPARISONS FOR THOSE WHO DROPPED OUT BY 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO DROPPED OUT	1982 DROPOUTS	1982-198 DIFFERENC
			PERCENT	PERCENT	DIFFERENC
TOTAL	1678	410001	39.7	26.1	-13.5*
SEX:					
MALE	821	208331	37.0	25.0	-12.0*
FEMALE	857	201670	42.4	27.3	-15.1*
SES:					
LOW	713	163593	38.6	23.8	-14.8*
MIDDLE	704	180234	38.3	25.4	-12.9*
HIGH	160	46154	48.3	39.0	-9.3
RACE:					
WHITE	1049	294045	33.7	21.2	-12.5*
BLACK	261	58852	65.5	44.2	-21.2*
ASIAN-AMERICAN	12	1959	42.7	39.2	-3.5
AMERICAN INDIAN	29	5315	39.5	28.1	-11.4
MEXICAN-AMERICAN	190	27249	40.6	33.7	-6.9
PUERTO RICAN	53	8457	51.6	31.3	-20.3
OTHER HISPANIC	83	13941	47.8	32.0	-15.8
SCHOOL TYPE:					
PUBLIC	1613	393534	39.9	26.2	-13.7*
PRIVATE	19	9273	35.9	22.1	-13.8
CATHOLIC	46	7194	32.3	26.2	-6.1
GEOGRAPHIC REGION:					
NORTHEAST	300	72451	40.6	29.7	-10.9*
NORTH CENTRAL	403	98259	29.0	19.9	-9.0*
SOUTH	671	160472	43.2	25.9	-17.2*
WEST	304	78819	45.0	31.0	-14.0*
CURRICULUM:					
GENERAL	925	227399	33.8	21.0	-12.8*
ACADEMIC	202	53486	64.7	45.4	-19.3*
VOCATIONAL	484	114274	41.5	26.2	-15.3*
COMMUNITY TYPE:					
URBAN	435	100890	50.1	35.6	-14.5*
SUBURBAN	699	170920	40.2	24.3	-15.9*
RURAL	544	138191	31.5	21.5	-10.0*

Table 8-37

Gains in Self-Esteem for Dropouts

Self-Esteem Items[a]	Sophomores Who Dropout		1982 Dropouts		1982-1980 Difference	Effect Size
	Mean	S.D.	Mean	S.D.		
Positive Attitude Toward Self...	3.18	.7	3.36	.6	.2*	.3
Person of Worth...	3.16	.6	3.33	.6	.2*	.3
Do Things As Well As Others...	3.19	.6	3.34	.6	.1*	.2
Satisfied with Self...	2.90	.7	3.01	.7	.1*	.1
At Times, I Think I Am Nobody At All...	2.44	.8	2.63	.8	.2*	.2
Do Not Have Much to Be Proud of.	3.01	.8	3.18	.8	.2*	.2

*Significant difference

[a] Large Numbers Indicate Positive Responses

The picture emerges of how the 1982 dropout status differs from the 1980 status. Changes from 1980 to 1982 in the sophomore dropout cohort included:

- A scaling down of their long-term educational plans; yet the typical dropout still intends to finish high school.
- A general increase in self-esteem. However the increase is less for Blacks.
- Little or no change in their feelings towards whether or not they controlled their own destiny (locus of control).
- A not unexpected increase in the proportion working. The increase is much smaller for Blacks.
- An increase in the proportion of dropouts who think their job is more important than school.

The dropout differs from the school stayers in the following ways:

- Dropouts achieve lower grades in school as sophomores. The typical dropouts' grades put them at approximately the 16th percentile of the school stayers.
- As sophomores, dropouts did less homework than school stayers.
- Dropouts have lower test scores. The mean score differences are smallest in the science area and largest in the mathematics area. Thus, the dropouts science test scores place them at about the 28th percentile of the school stayers while their mathematics scores place them at the 23rd percentile of the school stayers.
- Dropouts reported knowing more about everyday life skills in 1980 than school stayers, but this differential disappears by 1982.
- Dropouts are overrepresented in the lower socioeconomic class, and among Blacks and Hispanics. They are more likely to attend public schools in urban areas in the South or West and to report being in the general or vocational curriculum. Among the ethnic groups there is a proportionately greater number of Hispanic students dropping out than Blacks.
- Dropouts tend to have lower self-esteem than do school stayers.
- Dropouts feel that they have much less control over their destiny than school stayers.
- Dropouts are much more likely to be involved in school disciplinary problems than are school stayers.

- Dropouts are much more likely to spend time in dating and riding and/or driving around in cars.
- Dropouts are much less likely to perceive themselves as athletes or to involve themselves in athletics.
- Dropouts are much less likely to discuss experiences with parents. Parents are less likely to know what they are doing. In general dropouts are characterized by having less parental involvement in both their school and non-school affairs.

RELATIONAL ANALYSIS

Chapters 1-8 presented a detailed analysis of what changes occurred with respect to both student attitudes and behaviors during their last two years of high school. A similar descriptive analysis was reported for dropouts. The following chapters (Chapters 9-13) present the results of an extensive relational analysis. The relational analysis goes beyond simple description and attempts to explain why certain outcomes occurred. A brief description of the content of each of the relational chapters follows.

Chapter 9 is, in a sense, the "workhorse" chapter in that it attempts to model the process through which changes occur in student attitudes, behaviors, and tested performance. It contrasts these processes across racial/ethnic and sex groups in an effort to see if the same things "work" for all groups. It also presents a detailed analysis of the effect of dropping out of school on gains in tested achievement. Racial/ethnic and sex group comparisons between dropouts and school stayers are made in order to see if dropping out of school has a differential effect on these subgroups.

Chapter 10 is entirely devoted to contrasting the tested achievement gains of those who stayed in school with those who dropped out. This chapter used somewhat different methodology than that used in Chapter 9 in contrasting the gains of dropouts with school stayers. While Chapter 9 used analysis of covariance to control for pre-existing differences between school stayers and dropouts, the analysis carried out in Chapter 10 used both matching and covariance procedures in estimating the differential achievement gains. There are, of course, tradeoffs in using one or the other of these two procedures. The Chapter 10 analysis must work with a much smaller sample size because of the nature of the matching procedure. Conversely, the statistical matching used in Chapter 9 uses a larger sample size and thus can also investigate the impact of dropping out on subgroups, yet it also has the potential for yielding less precise estimates of the effects. Fortunately, both methods yielded similar results. In a sense, the Chapter 10 analysis can be considered to be both a sensitivity analysis and a further validation of the robustness of the estimates yielded in Chapter 9.

Chapter 11 is a school-level analysis. Between-school variation in tested achievement gains is examined using descriptors of school processes. School processes are identified that seem to contribute the most to between-school variation in achievement gains, and then selected subgroups of students are identified who may differ on their relative access to these critical school processes.

While Chapters 9 and 10 were primarily individual-level analysis and Chapter 11 was almost exclusively a school-level analysis, Chapter 12 is a multi-level analysis. Chapter 12 uses an empirical Bayes procedure to determine the relationship between student inputs and outputs within a school. It then relates school descriptors to these within-school parameters.

Chapter 13 provides both an executive summary statement, as well as a policy statement based on the combined results of both the descriptive and relational analyses. In addition, Chapter 13 contrasts the findings of this study with those of the cross-sectional analysis.

Chapter 9

HS&B LONGITUDINAL PATH ANALYSIS

This chapter estimates and tests a pair of path models relating demographics, family educational support behavior, and student school behaviors to: (1) gains in tested achievement, and (2) students' decision to stay in school. The first model (Model I) is based on the within-school population. Its primary goal is to estimate the effect of relatively manipulable student school behaviors on sophomore to senior gains in tested achievement independent of demographic and sophomore achievement inputs. The second model (Model II) is based on both in-school students (school stayers) and dropouts. It attempts to trace the "causal chain" that leads to the decision to drop out of school.

Both the in-school model and the stayer vs. dropout model contrast Whites with Blacks, and Whites with Mexican-Americans and Puerto Ricans (hereafter referred to as Hispanics) with respect to possible level differences in their home educational support system, school study behavior, and school deportment.

In addition to contrasting level or mean differences between Whites and Blacks, and Whites and Hispanics with respect to their school behavior, both path models (Models I and II) were also run separately within racial group. The comparison of the within-group path coefficients deals with the question of whether the educational process works the same way for ethnic groups, as well as for the White majority group.

An additional analysis was carried out to estimate the value added in terms of gains in achievement that accrued from: (1) staying in school in the general program vs. dropping out, (2) staying in school in the vocational program vs. dropping out, and (3) staying in school in the academic program vs. dropping out. This analysis was also run by racial and sex groups. Similar contrasts were carried out with respect to changes in occupational and educational aspirations.

Figures 9-1 and 9-2 present a pictorial representation of the hypothesized path models underlying achievement for the in-school population and the total population (stayer plus dropout), respectively.

These Model I and Model II analyses are primarily individual-level analyses. Multi-level commonality analyses that include both school-level and individual-level variables in the same analysis will be reported in Chapter 11. The possible causal hierarchy among student school behaviors and policy-sensitive school practices and behaviors are not sufficiently well-understood to support a traditional path analysis approach.

Figure 9-1
EXPLANATORY MODEL FOR ACHIEVEMENT GAINS

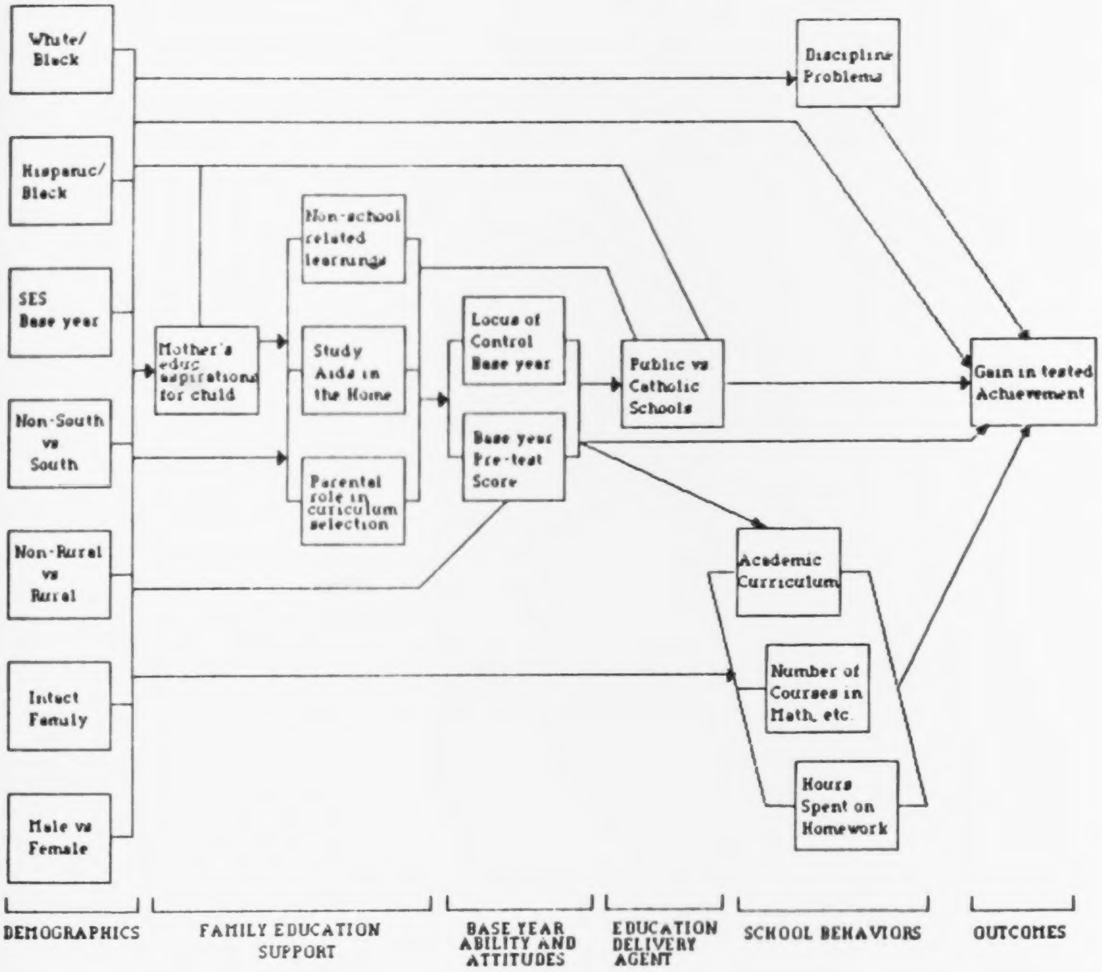
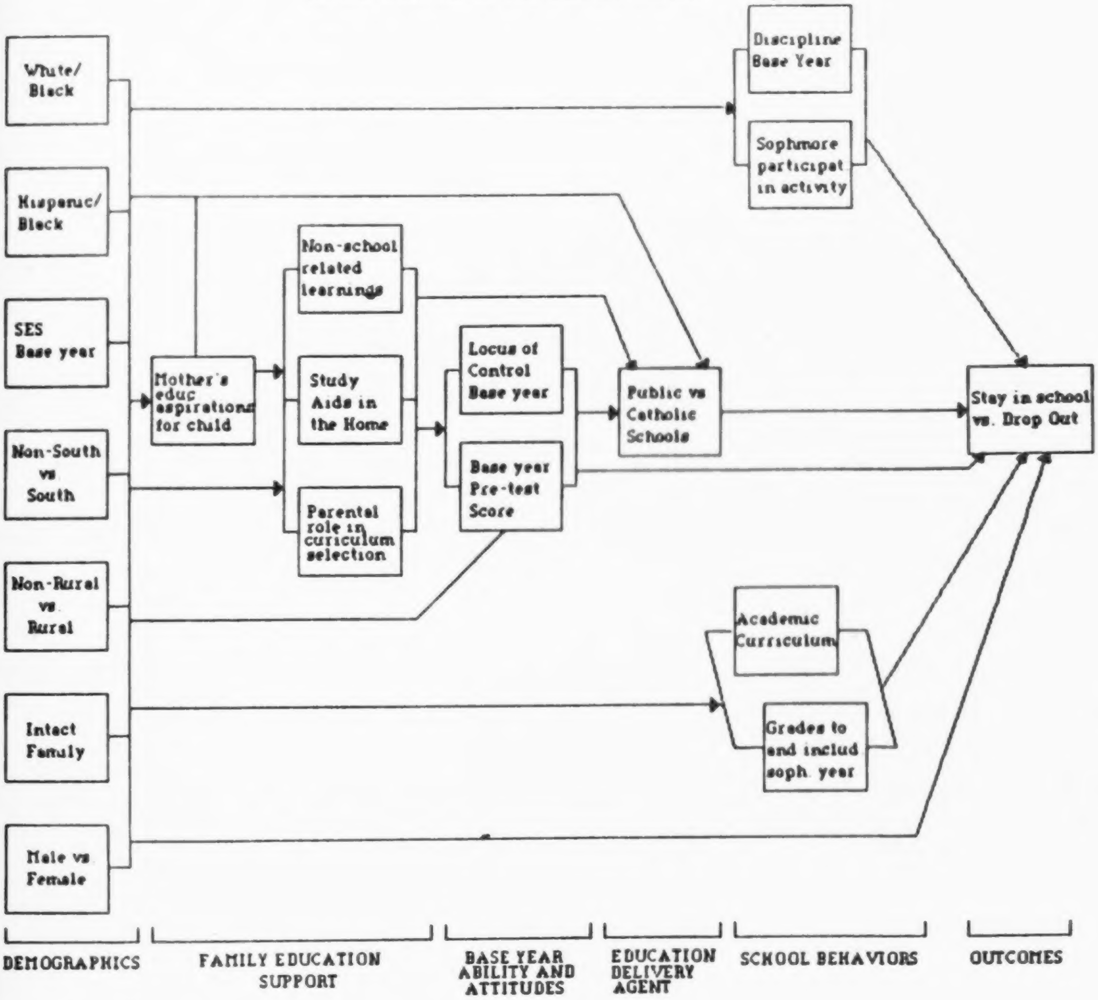

White/ Black
Hispanic/ Black
SES Base year
Non-South vs South
Non-Rural vs Rural
Intact Family
Male vs Female
Mother's educ aspirations for child
Non-school related learnings
Study Aids in the Home
Parental role in curriculum selection
Locus of Control Base year
Base year Pre-test Score
Public vs Catholic Schools
Discipline Problems
Academic Curriculum
Number of Courses in Math, etc.
Hours Spent on Homework
Gain in tested Achievement
DEMOGRAPHICS
FAMILY EDUCATION SUPPORT
BASE YEAR ABILITY AND ATTITUDES
EDUCATION DELIVERY AGENT
SCHOOL BEHAVIORS
OUTCOMES

Figure 9-2
EXPLANATORY MODEL FOR DROPOUT STATUS


White/ Black
Hispanic/ Black
SES Base year
Non-South vs. South
Non-Rural vs. Rural
Intact Family
Male vs. Female
Mother's educ aspirations for child
Non-school related learnings
Study Aids in the Home
Parental role in curriculum selection
Locus of Control Base year
Base year Pre-test Score
Public vs Catholic Schools
Discipline Base Year
Sophmore participat. in activity
Academic Curriculum
Grades to end includ soph. year
Stay in school vs. Drop Out
DEMOGRAPHICS
FAMILY EDUCATION SUPPORT
BASE YEAR ABILITY AND ATTITUDES
EDUCATION DELIVERY AGENT
SCHOOL BEHAVIORS
OUTCOMES

Inspection of Figures 9-1 and 9-2 indicates that the assumed causal structures lead to an analysis of the following hierarchy of questions both within and across ethnic groups.

- How do the students' family backgrounds and demographic characteristics affect: (1) the level of the family educational support system, (2) attitude toward self-determination (locus of control), (3) base-year tested achievement, (4) choice of school sector, (5) involvement in the academic process, (6) involvement in the social process, (7) decision to remain in school (Model II), and (8) gains in achievement (Model I).

- What are the most influential components within the students' family educational support systems with respect to: (1) attitudes toward self-determination, (2) base-year tested achievement, (3) selection of a school in the public or private sector, (4) involvement in the academic process, (5) involvement in the social process, (6) decision to stay in or drop out of school (Model II), and (7) gains in achievement (Model I).

- How and to what extent do the students' attitudes toward self-determination (locus of control) affect: (1) choice of the public or private school sector, (2) involvement in the academic process, (3) involvement in the social process, (4) the decision to stay in or drop out of school (Model II), and (5) gains in achievement (Model I).

- To what extent does base-year achievement as measured by pre-test scores affect: (1) selection into a public or private school, (2) involvement in the educational process, (3) involvement in the social process, (4) decision to stay in or drop out of school (Model I), and (5) gains in achievement (Model II).

- How does involvement in the social process affect: (1) involvement in the educational process, (2) decision to stay in or drop out of school (Model II), and (3) gains in achievement (Model I).

- How does involvement in the educational process affect: (1) the decision to stay in or drop out of school (Model I), and (2) gains in achievement (Model II).

The results of both Model I and Model II will be presented and discussed together where the hypothetical causal relationships are parallel. Where the models diverge and there is a different set of educational processes, social behaviors, and outcomes, separate discussions will be included. Tables will be presented for each intermediate dependent variable (e.g., mother's aspirations, study aids in the home, etc.) and of course the final dependent variables--achievement score gains and decision to stay in school. Both raw and standard score regression weights will be presented in each table. Asterisks will appear alongside those raw score regression weights whose ratios to their standard errors are equal to or greater than 4. The panel design effect (DEFT) is approximately 2, so the requirement of a significance level based on a "t" ratio of 4 is reasonably conservative for the total sample and even more conservative for most of the subpopulation analyses. The ethnic group comparisons shown in the first column of each table contrast Whites with Blacks and Hispanics with Blacks.

A. DETERMINANTS OF ACHIEVEMENT FOR IN-SCHOOL STUDENTS

1. Determinants of the Family Educational Support System

Table 9-1 presents the direct effects of the demographic variables on mother's educational aspirations for the Model I in-school sample. Where the structural models are the same, only the table for the within-school model will be presented.

Inspection of the significant partial regression weights indicates that when controlling for other background characteristics, Black mothers have significantly higher educational aspirations for their children. Although less pronounced, the Hispanic mothers exhibited a similar positive level increment in educational aspirations for their children compared to Whites.

Within racial groups, as well as the "total" group, SES has by far the largest effect on a mother's educational aspirations for her child. Its relative effect, however, differs by racial/ethnic group. SES has a considerably stronger relationship with a mother's educational aspirations for her child (MEDASP) for Whites than it does for either Blacks or Hispanics. That is, a band of two standard errors on the White coefficient does not overlap with a similar band for either Blacks or Hispanics. Somewhat surprising is the fact that White mothers from the non-South regions tend to have lower MEDASP's than their counterparts in the South when controlling for the other demographics.

It is also interesting to note that, for White mothers, there is no difference between MEDASP for a son or daughter and there are considerably higher expectations for a daughter rather than a son for Black and Hispanic mothers. It would appear that while SES is the primary driving force behind MEDASP for all mothers regardless of race, the sex of the child and rural/urban contrasts also contribute to Black and Hispanic mothers' aspirations for their children's education.

Table 9-2 shows that White students are somewhat more likely to have more educational aids in the home than Blacks and Hispanics. SES is by far the strongest predictor of the presence of educational aids in all racial/ethnic groups. A mother's educational aspirations for her child are also significantly and positively related to the number of educational aids in the home for Whites and Blacks.

Table 9-3 shows the direct effects of the hypothesized explanatory variables on parental role in selection of curriculum. There is no race/

Table 9-1

DIRECT EFFECTS OF EXPLANATORY VARIABLES ON

MOTHER'S EDUCATIONAL ASPIRATION FOR STUDENT (1=LESS THAN HIGH SCHOOL: 5=GRADUATE/PROFESSIONAL SCHOOL)

BY TOTAL GROUP AND ETHNIC SUBGROUPS

	RAW REGRESSION WEIGHT				STANDARDIZED REGRESSION WEIGHT			
	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN
WHITE	-0.4507*				-0.1736*			
HISPANIC	-0.2247*				-0.0491*			
MALE	-0.0551*	-0.0121	-0.2532*	-0.2603*	-0.0277*	-0.0061	-0.1261*	-0.1156*
SES BY	0.5761*	0.6066*	0.4007*	0.4540*	0.4154*	0.4204*	0.2317*	0.2709*
NE+NC+W	-0.0713*	-0.1074*	0.0720	0.1753	-0.0337*	-0.0487*	0.0343	0.0764
URB+SUB	0.0864*	0.0609	0.2023*	0.2750*	0.0412*	0.0297	0.0973*	0.1091*
FAMILY	-0.0978*	-0.0939*	-0.0829	-0.0383	-0.0372*	-0.0340*	-0.0403	-0.0142
MULTIPLE R	0.4078	0.4230	0.3385	0.3363				

* VARIABLES WHOSE ASSOCIATED RAW WEIGHTS ARE AT LEAST FOUR TIMES THEIR STANDARD ERRORS

Table 9-2

DIRECT EFFECTS OF EXPLANATORY VARIABLES ON

NUMBER OF STUDY AIDS IN THE HOME
(PLACE FOR STUDY, DAILY NEWSPAPER, REFERENCE BOOKS, TYPEWRITER, BOOKS, CALCULATOR)

BY TOTAL GROUP AND ETHNIC SUBGROUPS

	RAW REGRESSION WEIGHT				STANDARDIZED REGRESSION WEIGHT			
	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN
WHITE	0.1973*				0.0587*			
HISPANIC	-0.0518				-0.0086			
MALE	-0.0507	-0.0377	-0.1729	-0.1107	-0.0197	-0.0160	-0.0554	-0.0351
SES BY	0.9321*	0.8559*	1.2554*	1.5075*	0.5187*	0.4938*	0.5681*	0.6411*
NE+NC+W	0.1441*	0.1266*	0.1966	-0.0602	0.0525*	0.0478*	0.0603	-0.0187
URB+SUB	0.0454	0.0162	0.2372	0.2138	0.0167	0.0066	0.0663	0.0605
FAMILY	0.2359*	0.2605*	0.1246	0.2215	0.0693*	0.0745*	0.0395	0.0585
M ED ASP	0.0513*	0.0480*	0.1067*	0.0489	0.0396*	0.0399*	0.0687*	0.0349
MULTIPLE R	0.5874	0.5323	0.6372	0.6643				

VARIABLES WHOSE ASSOCIATED RAW WEIGHTS ARE AT LEAST FOUR TIMES THEIR STANDARD ERRORS

Table 9-3

DIRECT EFFECTS OF EXPLANATORY VARIABLES ON

PARENTS' ROLE IN PLANNING HIGH SCHOOL PROGRAM (MEAN OF FATHER AND MOTHER)
(1=NOT AT ALL: 3=A GREAT DEAL)

BY TOTAL GROUP AND ETHNIC SUBGROUPS

	RAW REGRESSION WEIGHT				STANDARDIZED REGRESSION WEIGHT			
	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN
WHITE	-0.0098				-0.0065			
HISPANIC	-0.0205				-0.0076			
MALE	-0.0649*	-0.0670*	-0.0535	-0.0802	-0.0566*	-0.0594*	-0.0441	-0.0662
SES BY	0.1318*	0.1309*	0.1456*	0.1467*	0.1646*	0.1576*	0.1692*	0.1627*
NE+NC+W	0.0165	0.0205	-0.0112	0.0244	0.0135	0.0162	-0.0088	0.0198
URB+SUB	0.0453*	0.0452*	0.0348	0.0925	0.0374*	0.0383*	0.0250	0.0682
FAMILY	0.1778*	0.1959*	0.1256*	0.1536*	0.1172*	0.1170*	0.1023*	0.1058*
M ED ASP	0.0814*	0.0853*	0.0515*	0.0853*	0.1411*	0.1482*	0.0851*	0.1535*
MULTIPLE R	0.3038	0.3053	0.2556	0.3100				

VARIABLES WHOSE ASSOCIATED RAW WEIGHTS ARE AT LEAST FOUR TIMES THEIR STANDARD ERRORS

ethnicity effect on parental involvement in choice of curriculum. The important direct effects are relatively the same across all racial/ethnic groups. That is, SES, mother's educational aspirations, and the presence of an intact family all contribute positively to parental involvement in choice of curriculum.

Table 9-4 shows that White students are significantly more likely than Blacks to have non-school learning experiences. However, Whites and Hispanics show essentially the same level of involvement in non-school learning activities. Socioeconomic status, a mother's educational aspirations for her child, and living outside the South are the principal explanatory variables for non-school-related learning. White and Black males are less likely than their female counterparts to have non-school-related learning experiences. Hispanics, however, show no sex effect on non-school learning experiences.

It is clear, for all groups, that the mother's educational aspirations for her child are apparently translated into behaviors that should encourage the child to perform well in school. The interesting difference among the racial/ethnic groups is that one of the primary foundations of the family educational support system, the mother's educational aspirations, tends to be sex-linked with higher expectations for females among Blacks and Hispanics. One other critical racial/ethnic difference is that, other things being equal, White families are more likely to have educational aids in the home and their children are more likely to be involved in non-school-related learning activities.

2. Determinants of Locus of Control

Base year locus of control can be conceived of as a motivational attitude. That is, such a theory would argue that students who feel that striving and hard work do "make a difference" are more likely to set goals and to persist in attempts to achieve them. Conversely, students who feel that there is little that they can do to change their lives will not be motivated to achieve.

Table 9-5 shows the direct effects of the hypothesized explanatory variables on locus of control. Not surprisingly, base year locus of control is not well-predicted by the model, as indicated by the multiple correlation at the bottom of the table. Also not surprisingly, most of the prediction of locus of control can be explained by the constellation of family educational support variables. That is, the mother's educational aspirations, parental role in curriculum selection, and non-school-related learning all have significant effects on locus of control for one or more of the racial/ethnic groups. Similarly, family SES has a positive effect on locus of control. Somewhat less encouraging is the fact that both Blacks and Hispanics are less likely than Whites to feel that they are in control of what happens to them.

Table 9-4

DIRECT EFFECTS OF EXPLANATORY VARIABLES ON

NUMBER OF NON-SCHOOL LEARNING EXPERIENCES
(MUSIC LESSONS, OUT OF STATE TRAVEL, DANCE LESSONS, MUSEUM, TRAVEL OUTSIDE U.S.)

BY TOTAL GROUP AND ETHNIC SUBGROUPS

	RAW REGRESSION WEIGHT				STANDARDIZED REGRESSION WEIGHT			
	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN
WHITE	0.3100*				0.1068*			
HISPANIC	0.3035*				0.0582*			
MALE	-0.4154*	-0.4621*	-0.2731*	-0.0161	-0.1872*	-0.2168*	-0.1135*	-0.0067
SES BY	0.4558*	0.4664*	0.4530*	0.2895*	0.2940*	0.2975*	0.2657*	0.1610*
NE+NC+W	0.2776*	0.2619*	0.3026*	0.2406	0.1173*	0.1092*	0.1204*	0.0977
URB+SUB	0.1289*	0.0834*	0.4005*	0.2983*	0.0549*	0.0375*	0.1450*	0.1103*
FAMILY	-0.0008	-0.0174	0.0266	0.0953	-0.0003	-0.0055	0.0109	0.0329
M ED ASP	0.1887*	0.1876*	0.1825*	0.1931*	0.1688*	0.1726*	0.1523*	0.1800*
MULTIPLE R	0.4891	0.4727	0.4728	0.3430				

VARIABLES WHOSE ASSOCIATED RAW WEIGHTS ARE AT LEAST FOUR TIMES THEIR STANDARD ERRORS

Table 9-5
DIRECT EFFECTS OF EXPLANATORY VARIABLES ON

LOCUS OF CONTROL, BASE YEAR
(AVERAGE OF BASE YEAR QUESTIONS 62B,E,F,G,I,K: 1=LOW; 4=HIGH)

BY TOTAL GROUP AND ETHNIC SUBGROUPS

	RAW REGRESSION WEIGHT				STANDARDIZED REGRESSION WEIGHT			
	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN
WHITE	0.0661*				0.0648*			
HISPANIC	-0.0365				-0.0199			
MALE	-0.0169	-0.0144	-0.0418	-0.0189	-0.0217	-0.0190	-0.0476	-0.0237
SES BY	0.0317*	0.0379*	0.0056	0.0031	0.0582*	0.0681*	0.0090	0.0053
NE+NC+W	0.0315*	0.0279*	0.0463	0.0320	0.0378*	0.0328*	0.0506	0.0394
URB+SUB	0.0027	-0.0060	0.0422	0.0518	0.0033	-0.0075	0.0419	0.0580
FAMILY	-0.0067	-0.0161	0.0142	0.0402	-0.0065	-0.0143	0.0160	0.0421
M ED ASP	0.0570*	0.0561*	0.0543*	0.0554*	0.1452*	0.1455*	0.1242*	0.1564*
STUDYAID	0.0091	0.0083	0.0128	0.0176	0.0300	0.0258	0.0456	0.0699
PAR ROLE	0.0732*	0.0842*	0.0280	0.0237	0.1076*	0.1257*	0.0387	0.0360
NON-SCHL	0.0296*	0.0247*	0.0577*	0.0153	0.0841*	0.0695*	0.1583*	0.0463
MULTIPLE R	0.3146	0.2965	0.3104	0.2543				

* VARIABLES WHOSE ASSOCIATED RAW WEIGHTS ARE AT LEAST FOUR TIMES THEIR STANDARD ERRORS

3. Determinants of Base Year Tested Achievement

Tables 9-6 to 9-10 show the relative effects of the hypothesized explanatory variables on base year achievement. All five tested areas--vocabulary, reading, mathematics, science, and writing--will be discussed together.

Other things being equal, Whites score higher than Hispanics in all five tested areas. The White advantage is still greater when they (Whites) are compared to Blacks. In terms of standard deviation units in the within-school sample, the White positive differential with respect to Hispanics ranged from .5 of a standard deviation for reading to .63 of a standard deviation in science. Similarly, the White/Black differential ranged from .58 of a standard deviation in reading to .86 of a standard deviation in science. It is encouraging, however, to note that a mother's educational aspirations for her child had a significant positive regression coefficient for all racial/ethnic groups. The constellation of family educational supports as translated into actions such as non-school-related learning and parental role frequently had significant positive regression coefficients across tests and racial/ethnic groups. With the exception of the writing tests, the males tended to have significantly higher pretest scores than females for almost all subgroups.

It is interesting to note that other things being equal, students who are not from the South tend to do better on all the tests.

4. Determinants of the Selection into the Public or Catholic Sector

Table 9-11 shows the hypothesized determinants of selection into a public or Catholic school. Prediction of the public/Catholic sector dichotomy is relatively low. This result is partly due to the use of ordinary least squares (OLS) to predict a dichotomous dependent variable with a relatively extreme split. The use of logistic regression would be more appropriate here, but its use isn't operationally feasible in large samples with missing data. Inspection of the partial regression weights suggests that pretest vocabulary, SES, and to a lesser extent the mother's educational aspirations for her child are positively related to going to Catholic school. Both region and community type were also related to attendance at Catholic schools. Students from rural communities in the South are less likely to attend Catholic schools. Vocabulary scores were the only test score used as a proxy for ability here since it was felt that the sophomore vocabulary score would be less affected by the freshman year of schooling than the other measures.

5. Determinants of the Selection into the Academic Curriculum

Table 9-12 shows the pretest regression weights associated with the hypothesizing determinants of curriculum choice. Regardless of racial/ethnic groups, students were more likely to be in the academic curriculum in their sophomore year if they: (1) had a high base-year vocabulary score, (2) attended a Catholic high school, and (3) came from a high SES family and/or the mother had high educational aspirations for her child.

Table 9-6

DIRECT EFFECTS OF EXPLANATORY VARIABLES ON VOCABULARY PRETEST IRT SCORE

BY TOTAL GROUP AND ETHNIC SUBGROUPS

	RAW REGRESSION WEIGHT				STANDARDIZED REGRESSION WEIGHT			
	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN
WHITE	4.1993*				0.3078*			
HISPANIC	1.0871*				0.0443*			
MALE	0.5439*	0.4370*	0.9936*	1.3586*	0.0521*	0.0446*	0.1116*	0.1482*
SES BY	1.1361*	1.2341*	0.3806	0.8609*	0.1559*	0.1711*	0.0603	0.1262*
NE+NC+W	0.8803*	0.8401*	0.8957*	1.8760*	0.0791*	0.0762*	0.0963*	0.2007*
URB+SUB	0.0737	0.0699	-0.0828	0.5877	0.0067	0.0068	-0.0081	0.0573
FAMILY	0.0015	-0.0406	0.1451	0.3099	0.0001	-0.0028	0.0161	0.0282
M ED ASP	1.2131*	1.2443*	0.8835*	1.0464*	0.2309*	0.2490*	0.1992*	0.2570*
STUDYAID	0.1383*	0.1769*	0.2591	0.0806	0.0341*	0.0425*	0.0307	0.0278
PAR ROLE	0.2131	0.3082*	-0.2687	-0.2648	0.0234	0.0355*	-0.0366	-0.0350
NON-SCHL	0.6121*	0.6380*	0.5680*	0.2864	0.1302*	0.1387*	0.1535*	0.0755
MULTIPLE R	0.5692	0.4730	0.3994	0.4665				

VARIABLES WHOSE ASSOCIATED RAW WEIGHTS ARE AT LEAST FOUR TIMES THEIR STANDARD ERRORS

Table 9-7

DIRECT EFFECTS OF EXPLANATORY VARIABLES ON READING PRETEST IRT SCORE

BY TOTAL GROUP AND ETHNIC SUBGROUPS

	RAW REGRESSION WEIGHT				STANDARDIZED REGRESSION WEIGHT			
	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN
WHITE	2.7885*				0.2232*			
HISPANIC	0.3629				0.0162			
MALE	0.3438*	0.2876	0.5466	0.6597	0.0360*	0.0306	0.0692	0.0824
SES BY	0.7963*	0.9194*	-0.0464	0.3497	0.1193*	0.1330*	-0.0083	0.0587
NE+NC+W	0.4637*	0.4962*	0.3624	0.6619	0.0455*	0.0469*	0.0439	0.0811
URB+SUB	-0.2052	-0.2196	-0.3293	0.3514	-0.0203	-0.0224	-0.0363	0.0392
FAMILY	0.2421	0.2321	0.2828	0.3391	0.0131	0.0167	0.0354	0.0354
M ED ASP	1.1701*	1.2303*	0.6953*	1.0268*	0.2432*	0.2567*	0.1768*	0.2887*
STUDYAID	0.0690	0.0741	0.3082*	0.0889	0.0186	0.0186	0.1217*	0.0351
PAR ROLE	0.2199	0.3490*	-0.3571	-0.4886	0.0264	0.0419*	-0.0549	-0.0739
NON-SCHL	0.5192*	0.4996*	0.6108*	0.4738*	0.1206*	0.1133*	0.1861*	0.1430*
MULTIPLE R	0.4815	0.4170	0.3505	0.4132				

* VARIABLES WHOSE ASSOCIATED RAW WEIGHTS ARE AT LEAST FOUR TIMES THEIR STANDARD ERRORS

Table 9-8
DIRECT EFFECTS OF EXPLANATORY VARIABLES ON

MATHEMATICS PRETEST IRT SCORE

BY TOTAL GROUP AND ETHNIC SUBGROUPS

	RAW REGRESSION WEIGHT				STANDARDIZED REGRESSION WEIGHT			
	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN
WHITE	6.7806*				0.2650*			
HISPANIC	1.3649*				0.0297*			
MALE	1.0504*	1.1182*	0.4974	1.3266	0.0537*	0.0585*	0.0343	0.0848
SES BY	2.0212*	2.3124*	0.2044	0.7238	0.1479*	0.1646*	0.0199	0.0622
NE+NC+W	1.9473*	2.3350*	0.7001	1.1451	0.0933*	0.1087*	0.0462	0.0718
URB+SUB	-0.0498	0.0054	-0.5943	1.1833	-0.0024	0.0003	-0.0357	0.0676
FAMILY	0.7125*	0.6320	1.0051	0.8648	0.0275*	0.0223	0.0686	0.0462
M ED ASP	2.4646*	2.5908*	1.5801*	1.6773*	0.2501*	0.2660*	0.2189*	0.2415*
STUDYAID	0.0023	0.0737	0.2290	0.2231	0.0003	0.0091	0.0493	0.0451
PAR ROLE	0.6104*	0.8000*	-0.3722	-0.2158	0.0357*	0.0473*	-0.0312	-0.0167
NON-SCHL	1.0050*	1.0224*	1.0306*	0.9034*	0.1140*	0.1141*	0.1710*	0.1396*
MULTIPLE R	0.5390	0.4657	0.3522	0.3950				

VARIABLES WHOSE ASSOCIATED RAW WEIGHTS ARE AT LEAST FOUR TIMES THEIR STANDARD ERRORS

Table 9-9
DIRECT EFFECTS OF EXPLANATORY VARIABLES ON SCIENCE PRETEST IRT SCORE BY TOTAL GROUP AND ETHNIC SUBGROUPS

	RAW REGRESSION WEIGHT				STANDARDIZED REGRESSION WEIGHT			
	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN
WHITE	3.8767*				0.3301*			
HISPANIC	0.8864*				0.0420*			
MALE	1.4545*	1.4160*	1.5275*	1.9535*	0.1619*	0.1702*	0.1967*	0.2348*
SES BY	0.6923*	0.8232*	-0.1283	0.5774	0.1103*	0.1345*	-0.0233	0.0933
NE+NC+W	0.7333*	0.7796*	0.4021	1.0539*	0.0766*	0.0833*	0.0496	0.1243*
URB+SUB	-0.2822*	-0.3265*	-0.1966	0.2509	-0.0297*	-0.0376*	-0.0220	0.0270
FAMILY	0.3661*	0.3636	0.4525	0.2059	0.0308*	0.0295	0.0576	0.0207
M ED ASP	0.9225*	0.9250*	0.7103*	0.8377*	0.2039*	0.2181*	0.1936*	0.2268*
STUDYAID	0.0489	0.0324	0.3113*	0.0935	0.0140	0.0092	0.1250*	0.0355
PAR ROLE	0.1471	0.2496*	-0.3362	-0.2904	0.0188	0.0339*	-0.0525	-0.0423
NON-SCHL	0.5471*	0.5275*	0.6016*	0.5871*	0.1352*	0.1352*	0.1863*	0.1705*
MULTIPLE R	0.5538	0.4275	0.3922	0.4660				

VARIABLES WHOSE ASSOCIATED RAW WEIGHTS ARE AT LEAST FOUR TIMES THEIR STANDARD ERRORS

Table 9-10

DIRECT EFFECTS OF EXPLANATORY VARIABLES ON WRITING PRETEST IRT SCORE

BY TOTAL GROUP AND ETHNIC SUBGROUPS

	RAW REGRESSION WEIGHT				STANDARDIZED REGRESSION WEIGHT			
	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN
WHITE	3.3407*				0.2577*			
HISPANIC	0.6490				0.0278			
MALE	-2.1652*	-2.2832*	-1.6012*	-1.5466*	-0.2184*	-0.2412*	-0.1724*	-0.1640*
SES BY	0.6589*	0.8116*	-0.2478	0.3174	0.0951*	0.1165*	-0.0377	0.0452
NE+NC+W	0.3365*	0.4492*	-0.2544	0.6459	0.0318*	0.0422*	-0.0262	0.0672
URB+SUB	-0.0771	-0.1084	-0.2163	0.6683	-0.0074	-0.0110	-0.0203	0.0633
FAMILY	0.3251	0.3026	0.3224	0.8680	0.0248	0.0216	0.0343	0.0769
M ED ASP	1.1580*	1.1732*	0.9096*	1.0467*	0.2319*	0.2431*	0.1967*	0.2500*
STUDYAID	0.1739*	0.1427*	0.5480*	0.2487	0.0451*	0.0355*	0.1840*	0.0834
PAR ROLE	0.1533	0.2815*	-0.3467	-0.6997	0.0177	0.0336*	-0.0453	-0.0899
NON-SCHL	0.4901*	0.4763*	0.4635*	0.5109*	0.1097*	0.1072*	0.1201*	0.1309*
MULTIPLE R	0.5306	0.4712	0.3918	0.4327				

VARIABLES WHOSE ASSOCIATED RAW WEIGHTS ARE AT LEAST FOUR TIMES THEIR STANDARD ERRORS

Table 9-11

DIRECT EFFECTS OF EXPLANATORY VARIABLES ON

SCHOOL TYPE
(1=PUBLIC; 0=CATHOLIC; PRIVATE=BLANK)

BY TOTAL GROUP AND ETHNIC SUBGROUPS

	RAW REGRESSION WEIGHT				STANDARDIZED REGRESSION WEIGHT			
	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN
WHITE	-0.0198				-0.0296			
HISPANIC	-0.0309				-0.0257			
MALE	0.0188*	0.0216*	0.0073	0.0242	0.0366*	0.0403*	0.0222	0.0513
SES BY	-0.0196*	-0.0193*	-0.0183	-0.0382	-0.0548*	-0.0489*	-0.0791	-0.1087
NE+NC+W	-0.0344*	-0.0376*	-0.0373*	-0.0039	-0.0631*	-0.0673*	-0.1091*	-0.0081
URB+SUB	-0.0500*	-0.0555*	-0.0041	-0.0548*	-0.0924*	-0.0989*	-0.0108	-0.1036*
FAMILY	-0.0040	-0.0028	-0.0006	-0.0231	-0.0059	-0.0035	-0.0018	-0.0408
M ED ASP	-0.0152*	-0.0184*	-0.0004	-0.0109	-0.0589*	-0.0674*	-0.0022	-0.0520
STUDYAID	-0.0041	-0.0053	-0.0014	-0.0018	-0.0204	-0.0233	-0.0132	-0.0122
PAR ROLE	0.0029	0.0035	0.0006	0.0047	0.0065	0.0074	0.0020	0.0121
NON-SCHL	0.0045	0.0060	-0.0008	-0.0070	0.0193	0.0239	-0.0056	-0.0358
LOC CN B	0.0038	0.0058	-0.0113	0.0090	0.0058	0.0081	-0.0304	0.0151
PRE VOC	-0.0030*	-0.0027*	-0.0032	-0.0069*	-0.0609*	-0.0488*	-0.0874	-0.1336*
MULTIPLE R	0.2008	0.1899	0.2163	0.2776				

VARIABLES WHOSE ASSOCIATED RAW WEIGHTS ARE AT LEAST FOUR TIMES THEIR STANDARD ERRORS

Table 9-12
DIRECT EFFECTS OF EXPLANATORY VARIABLES ON

BASE YEAR CURRICULUM
(1=ACADEMIC: 0=GENERAL OR VOCATIONAL)

BY TOTAL GROUP AND ETHNIC SUBGROUPS

	RAW REGRESSION WEIGHT				STANDARDIZED REGRESSION WEIGHT			
	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN
WHITE	-0.0638*				-0.0505*			
HISPANIC	-0.0448				-0.0197			
MALE	-0.0414*	-0.0449*	-0.0258	-0.0166	-0.0429*	-0.0461*	-0.0280	-0.0193
SES BY	0.0366*	0.0352*	0.0351	-0.0195	0.0543*	0.0492*	0.0538	-0.0306
NE+NC+W	0.0026	0.0136	-0.0160	-0.0333	0.0025	0.0125	-0.0166	-0.0382
URB+SUB	0.0244	0.0352*	-0.0257	-0.0432	0.0239	0.0346*	-0.0243	-0.0451
FAMILY	-0.0086	-0.0094	0.0027	-0.0666	-0.0067	-0.0065	0.0029	-0.0649
M ED ASP	0.0902*	0.0980*	0.0591*	0.0674*	0.1855*	0.1973*	0.1287*	0.1770*
STUDYAID	0.0068	0.0110	0.0068	0.0029	0.0181	0.0267	0.0230	0.0108
PAR ROLE	0.0584*	0.0676*	0.0114	0.0296	0.0693*	0.0784*	0.0150	0.0419
NON-SCHL	0.0121	0.0154*	-0.0014	0.0085	0.0278	0.0337*	-0.0036	0.0241
LOC CN B	0.0648*	0.0678*	0.0444	0.1088*	0.0523*	0.0527*	0.0423	0.1012*
PRE VOC	0.0222*	0.0216*	0.0265*	0.0134*	0.2400*	0.2173*	0.2564*	0.1438*
PUBLIC	-0.1529*	-0.1415*	-0.2498*	-0.2489*	-0.0811*	-0.0760*	-0.0888*	-0.1373*
MULTIPLE R	0.4575	0.4704	0.3834	0.3616				

VARIABLES WHOSE ASSOCIATED RAW WEIGHTS ARE AT LEAST FOUR TIMES THEIR STANDARD ERRORS

Other things being equal, Blacks were more likely to be in the academic curriculum than were Whites. Whites and Mexican-Americans had about equal probabilities with respect to being in the academic curriculum. Among Whites, females were more likely than males to be in the academic curriculum.

There is a significant effect of parental role on being in the academic curriculum for the total samples and the White subpopulation. This suggests that in those instances in White families where the parents are involved in curriculum selection, there is a greater likelihood that the child will be in the academic curriculum.

Students who tend to have high scores on locus of control (i.e., feel that they can control their lives) are more likely to be in the academic curriculum. This finding is consistent with the previously discussed notion of locus of control as a motivational proxy.

6. Determinants of Student Disciplinary Problems

Tables 9-13 and 9-13A present the results for the explanatory variables on the number of disciplinary problems a student may have in school. At this point, Model I and Model II diverge with Model II using base year disciplinary problems and Model I using the average of the responses from both base year and follow-up. In Model II only base year discipline problems were used since one of the primary outcomes (in Model II) was the decision to stay in school or drop out after the sophomore year.

Apparently there are few differences between Blacks and Whites and Hispanics and Whites with respect to self-reported levels of disciplinary infractions. This is true for both the in-school sample and the total sample which includes dropouts.

For almost all groups students with behavioral problems could be described as higher SES males reporting little control over their lives and coming from a family characterized by a mother with low educational aspirations for her child and living in the Northeast, or North Central, or West. Socioeconomic status (SES), locus of control, mother's educational aspirations, and being from the South had a significantly stronger relationship with disciplinary problems for Hispanics than for Whites. Other things being equal, public school students seem to have more disciplinary problems than Catholic school students. Base year vocabulary achievement is also significantly negatively related to behavioral problems. With the exception of non-school-related learning, the family educational support measures were related to the amount of disciplinary problems. Discipline may well begin in the home. Since the two models diverge at this point, the following discussions address Model I and Model II results separately.

7. Determinants of Number of Carnegie Course Units Completed in Non-Remedial Mathematics, Science, and Foreign Languages (Model I, In-School Model)

Model I investigated the determinants for each course content area separately. A different base year test score is used in the regression for each

Table 9-13

DIRECT EFFECTS OF EXPLANATORY VARIABLES ON

DISCIPLINE PROBLEMS, BASE YEAR AND FOLLOWUP

(AVERAGE OF DISC. PROBLEMS IN SCHOOL, SUSPENDED, CUT CLASS, TROUBLE WITH THE LAW: 0=NO: 1=YES)

BY TOTAL GROUP AND ETHNIC SUBGROUPS

	RAW REGRESSION WEIGHT				STANDARDIZED REGRESSION WEIGHT			
	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN
WHITE	-0.0066				-0.0136			
HISPANIC	0.0010				0.0011			
MALE	0.0621*	0.0616*	0.0611*	0.0622*	0.1688*	0.1695*	0.1586*	0.1592*
SES BY	0.0208*	0.0195*	0.0132	0.0525*	0.0811*	0.0728*	0.0485	0.1806*
NE+NC+W	0.0201*	0.0147*	0.0460*	0.0465*	0.0511*	0.0358*	0.1142*	0.1166*
URB+SUB	0.0156*	0.0158*	0.0251	-0.0102	0.0401*	0.0416*	0.0567	-0.0233
FAMILY	-0.0200*	-0.0199*	-0.0130	-0.0403	-0.0411*	-0.0369*	-0.0335	-0.0861
M ED ASP	-0.0109*	-0.0086*	-0.0187*	-0.0271*	-0.0586*	-0.0465*	-0.0977*	-0.1563*
STUDYAID	-0.0063*	-0.0054	-0.0073	-0.0147	-0.0439*	-0.0347	-0.0588	-0.1199
PAR ROLE	-0.0248*	-0.0271*	-0.0204	-0.0079	-0.0773*	-0.0843*	-0.0642	-0.0243
NON-SCHL	0.0043	0.0039	0.0041	0.0110	0.0262	0.0226	0.0258	0.0679
LOC CN B	-0.0395*	-0.0338*	-0.0485*	-0.0923*	-0.0837*	-0.0703*	-0.1106*	-0.1883*
PRE VOC	-0.0043*	-0.0043*	-0.0052*	-0.0041	-0.1229*	-0.1163*	-0.1206*	-0.0952
PUBLIC	0.0454*	0.0461*	0.0654	-0.0001	0.0631*	0.0680*	0.0556	-0.0001
MULTIPLE R	0.2900	0.2783	0.3231	0.3906				

VARIABLES WHOSE ASSOCIATED RAW WEIGHTS ARE AT LEAST FOUR TIMES THEIR STANDARD ERRORS

Table 9-13a

DIRECT EFFECTS OF EXPLANATORY VARIABLES ON

DISCIPLINE PROBLEMS, BASE YEAR
(AVERAGE OF DISC. PROBLEMS IN SCHOOL, SUSPENDED, CUT CLASS, TROUBLE WITH THE LAW: 0=NO: 1=YES)

BY TOTAL GROUP AND ETHNIC SUBGROUPS

	RAW REGRESSION WEIGHT				STANDARDIZED REGRESSION WEIGHT			
	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN
WHITE	-0.0129				-0.0218			
HISPANIC	0.0133				0.0129			
MALE	0.0625*	0.0620*	0.0744*	0.0414	0.1344*	0.1360*	0.1527*	0.0818
SES BY	0.0168*	0.0136*	0.0079	0.0896*	0.0525*	0.0413*	0.0228	0.2386*
NE+NC+W	0.0238*	0.0165*	0.0706*	0.0418	0.0485*	0.0327*	0.1400*	0.0803
URB+SUB	0.0262*	0.0279*	0.0159	0.0013	0.0535*	0.0589*	0.0283	0.0023
FAMILY	-0.0250*	-0.0260*	-0.0118	-0.0468	-0.0426*	-0.0406*	-0.0240	-0.0818
M ED ASP	-0.0200*	-0.0186*	-0.0238*	-0.0340*	-0.0891*	-0.0834*	-0.1014*	-0.1520*
STUDYAID	-0.0062*	-0.0066	-0.0021	-0.0190	-0.0361*	-0.0358	-0.0137	-0.1180
PAR ROLE	-0.0413*	-0.0404*	-0.0507*	-0.0312	-0.1039*	-0.1021*	-0.1286*	-0.0748
NON-SCHL	0.0075*	0.0072	0.0069	0.0138	0.0358*	0.0336	0.0337	0.0660
LOC CN B	-0.0475*	-0.0463*	-0.0211	-0.1210*	-0.0811*	-0.0783*	-0.0380	-0.1913*
PRE VOC	-0.0063*	-0.0061*	-0.0079*	-0.0073*	-0.1428*	-0.1337*	-0.1423*	-0.1282*
PUBLIC	0.0471*	0.0450*	0.1130	0.0119	0.0491*	0.0502*	0.0712	0.0109
MULTIPLE R	0.3155	0.3043	0.3274	0.3841				

* VARIABLES WHOSE ASSOCIATED RAW WEIGHTS ARE AT LEAST FOUR TIMES THEIR STANDARD ERRORS

course content. The number of courses are measured in Carnegie units and encompass the final two years of schooling. When predicting total number of non-remedial mathematics courses, base year mathematics achievement scores are used. Similarly, when predicting total number of non-remedial science courses, base year science scores are used. Vocabulary base year scores are used for number of foreign language courses. Tables 9-14, 9-15, and 9-16 present these results for mathematics, science, and language courses, respectively.

Tables 9-14 to 9-16 suggest that other things being equal, Blacks take more Carnegie units of science and foreign language courses than do Whites. Hispanics are more likely to take more foreign language courses than Whites. Explanatory variables that are consistently and positively related to number of Carnegie units in mathematics are: (1) being in the academic program, (2) having a mother with high educational aspirations, (3) being good at mathematics as measured by the base year test, (4) not being a disciplinary problem, (5) being a male (except Blacks), and (6) attending a Catholic school. Somewhat similar results hold for explaining the total number of science courses. In the traditional male-oriented course areas (mathematics and science) White males take significantly more courses than do White females. Surprisingly, for Blacks there is little or no sex effect. This finding is consistent with the fact that Black mothers have relatively higher academic aspirations for their daughters compared to their sons. The sex effect for Hispanics is similar to Whites in size and direction, but only statistically significant in the science area. When it comes to the number of foreign language courses, females have the advantage over males.

With the exception of science, Catholic school students take more courses than their public school counterparts. This emphasis on basic academic skills in the Catholic schools is independent of curriculum, suggesting that Catholic school students in the academic curriculum routinely take more mathematics and language courses than do their public school counterparts. On the average, private school students take about a year more mathematics than their public school counterparts.

There is a consistent tendency for students from the South to take somewhat more courses in mathematics and science. The converse is true for foreign languages.

It is interesting to note that while SES has little or no effect on number of mathematics or science courses, it does have an effect on number of language courses along with non-school-related learning. Students' SES and those cultural components that make up non-school learning experience have little impact on choosing to pursue course work in quantitatively oriented areas.

8. Determinants of Time Spent on Homework (Model I)

Table 9-17 indicates that, when compared to Whites, Blacks spend less time on homework. Whites and Hispanics spend about the same time on homework. Similarly, with the exception of the Black group, males spend less time on homework than do females. Independent of sex and racial/ethnicity, students who spend more time on homework tend to:

Table 9-14
DIRECT EFFECTS OF EXPLANATORY VARIABLES ON

NUMBER OF NON-REMEDIAL MATH COURSES
(NUMBER OF COURSES PASSED, GRADES 9-12)

BY TOTAL GROUP AND ETHNIC SUBGROUPS

	RAW REGRESSION WEIGHT				STANDARDIZED REGRESSION WEIGHT			
	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN
WHITE	-0.0613				-0.0156			
HISPANIC	0.0109				0.0015			
MALE	0.0827*	0.0948*	-0.0202	0.1933	0.0276*	0.0319*	-0.0073	0.0630
SES BY	0.0615*	0.0783*	0.1253	0.0493	0.0294*	0.0353*	0.0637	0.0216
NE+NC+W	-0.1635*	-0.1627*	-0.0968	-0.2984*	-0.0511*	-0.0486*	-0.0334	-0.0954*
URB+SUB	0.0918*	0.1028*	0.0487	-0.0475	0.0289*	0.0331*	0.0153	-0.0138
FAMILY	0.0237	-0.0097	0.0420	0.1211	0.0060	-0.0022	0.0150	0.0330
M ED ASP	0.1632*	0.1744*	0.1029*	0.2059*	0.1080*	0.1150*	0.0745*	0.1511*
STUDYAID	0.0234	0.0352*	-0.0541	0.0312	0.0201	0.0279*	-0.0608	0.0321
PAR ROLE	0.0252	0.0061	0.0925	0.1159	0.0096	0.0023	0.0405	0.0458
NON-SCHL	0.0395*	0.0276	0.0889*	0.0356	0.0292*	0.0198	0.0771*	0.0281
LOC CN B	0.0813	0.0451	0.3134*	0.1252	0.0211	0.0115	0.0991*	0.0325
PRE MATH	0.0742*	0.0722*	0.0884*	0.0779*	0.4836*	0.4637*	0.4617*	0.3971*
PUBLIC	-1.0165*	-0.9694*	-0.8233*	-0.9127*	-0.1733*	-0.1749*	-0.0971*	-0.1406*
ACADEMIC	0.5224*	0.5287*	0.5363*	0.5929*	0.1680*	0.1731*	0.1781*	0.1656*
DISPR BF	-0.7536*	-0.7824*	-0.4944*	-1.0555*	-0.0924*	-0.0956*	-0.0686*	-0.1345*
MULTIPLE R	0.7249	0.7214	0.6966	0.6679				

VARIABLES WHOSE ASSOCIATED RAW WEIGHTS ARE AT LEAST FOUR TIMES THEIR STANDARD ERRORS

Table 9-15
DIRECT EFFECTS OF EXPLANATORY VARIABLES ON

NUMBER OF NON-REMEDIAL SCIENCE COURSES
(NUMBER OF COURSES PASSED, GRADES 9-12)

BY TOTAL GROUP AND ETHNIC SUBGROUPS

	RAW REGRESSION WEIGHT				STANDARDIZED REGRESSION WEIGHT			
	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN
WHITE	-0.1419*				-0.0462*			
HISPANIC	-0.1172				-0.0212			
MALE	0.1562*	0.1766*	-0.0179	0.3272*	0.0665*	0.0741*	-0.0085	0.1413*
SES BY	-0.0031	0.0040	-0.0215	0.1170	-0.0019	0.0023	-0.0143	0.0679
NE+NC+W	-0.1975*	-0.1505*	-0.2837*	-0.5296*	-0.0789*	-0.0562*	-0.1286*	-0.2243*
URB+SUB	-0.0325	-0.0411	-0.0496	0.2068	-0.0131	-0.0165	-0.0204	0.0798
FAMILY	0.0640	0.0778	0.0497	-0.0323	0.0206	0.0220	0.0233	-0.0117
M ED ASP	0.1279*	0.1393*	0.0915*	0.0883	0.1082*	0.1147*	0.0870*	0.0859
STUDYAID	0.0203	0.0247	0.0044	-0.0157	0.0223	0.0244	0.0064	-0.0214
PAR ROLE	0.0182	0.0159	-0.0319	0.1598	0.0089	0.0075	-0.0183	0.0836
NON-SCHL	-0.0079	-0.0098	0.0149	0.0064	-0.0074	-0.0087	0.0169	0.0067
LOC CN B	0.1614*	0.1561*	0.2095*	0.1733	0.0536*	0.0496*	0.0870*	0.0596
PRE SCI	0.0633*	0.0621*	0.0688*	0.0494*	0.2422*	0.2169*	0.2531*	0.1773*
PUBLIC	0.1382*	0.1508*	0.1279	0.3812	0.0301*	0.0340*	0.0193	0.0778
ACADEMIC	0.4470*	0.4591*	0.3430*	0.5412*	0.1837*	0.1877*	0.1496*	0.2003*
DISPR BF	-0.5501*	-0.5615*	-0.3083	-1.0006*	-0.0862*	-0.0857*	-0.0562	-0.1689*
MULTIPLE R	0.4462	0.4461	0.4196	0.5081				

VARIABLES WHOSE ASSOCIATED RAW WEIGHTS ARE AT LEAST FOUR TIMES THEIR STANDARD ERRORS

Table 9-16
DIRECT EFFECTS OF EXPLANATORY VARIABLES ON

NUMBER OF NON-REMEDIAL FOREIGN LANGUAGE COURSES
(NUMBER OF COURSES PASSED, GRADES 9-12)

BY TOTAL GROUP AND ETHNIC SUBGROUPS

	RAW REGRESSION WEIGHT				STANDARDIZED REGRESSION WEIGHT			
	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN
WHITE	-0.2111*				-0.0597*			
HISPANIC	0.1937*				0.0305*			
MALE	-0.3245*	-0.3650*	-0.1849*	-0.1410	-0.1201*	-0.1318*	-0.0812*	-0.0577
SES BY	0.1582*	0.1789*	0.1248	0.0180	0.0838*	0.0878*	0.0773	0.0099
NE+NC+W	0.2440*	0.2582*	0.2448*	0.1651	0.0847*	0.0829*	0.1030*	0.0664
URB+SUB	0.1840*	0.1982*	0.0505	0.2184	0.0644*	0.0685*	0.0193	0.0799
FAMILY	0.0084	-0.0215	0.0340	0.1625	0.0023	-0.0052	0.0148	0.0556
M ED ASP	0.1399*	0.1538*	0.1040*	0.1219*	0.1028*	0.1089*	0.0917*	0.1125*
STUDYAID	-0.0138	-0.0072	-0.0387	0.0262	-0.0131	-0.0061	-0.0530	0.0339
PAR ROLE	0.0303	0.0200	0.0901	-0.0229	0.0129	0.0081	0.0480	-0.0114
NON-SCHL	0.0867*	0.0754*	0.1146*	0.1378*	0.0712*	0.0580*	0.1211*	0.1364*
LOC CN B⁻	0.0886*	0.1062*	0.0624	0.1068	0.0256*	0.0290*	0.0240	0.0349
PRE VOC	0.0611*	0.0571*	0.0824*	0.0455*	0.2358*	0.2021*	0.3223*	0.1709*
PUBLIC	-0.9626*	-0.9718*	-0.8065*	-0.5100*	-0.1823*	-0.1883*	-0.1160*	-0.0987*
ACADEMIC	0.7279*	0.7701*	0.5580*	0.5553*	0.2599*	0.2707*	0.2258*	0.1949*
DISPR BF	-0.4386*	-0.4309*	-0.3285	-0.7677*	-0.0597*	-0.0565*	-0.0556	-0.1229*
MULTIPLE R	0.6517	0.6540	0.6573	0.5463				

VARIABLES WHOSE ASSOCIATED RAW WEIGHTS ARE AT LEAST FOUR TIMES THEIR STANDARD ERRORS

Table 9-17

DIRECT EFFECTS OF EXPLANATORY VARIABLES ON

TIME PER WEEK SPENT ON HOMEWORK, AVERAGE OF BASE YEAR AND FOLLOWUP
(0=NONE; 5=10 HOURS OR MORE)

BY TOTAL GROUP AND ETHNIC SUBGROUPS

	RAW REGRESSION WEIGHT				STANDARDIZED REGRESSION WEIGHT			
	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN
WHITE	-0.1646*				-0.0544*			
HISPANIC	-0.1900*				-0.0349*			
MALE	-0.3473*	-0.3899*	-0.1033	-0.3269*	-0.1501*	-0.1680*	-0.0456	-0.1469*
SES BY	0.0221	0.0469	-0.1194	0.0109	0.0137	0.0274	-0.0744	0.0066
NE+NC+W	0.1188*	0.1212*	0.0866	0.1608	0.0482*	0.0464*	0.0366	0.0709
URB+SUB	-0.0373	-0.0261	-0.1088	-0.1076	-0.0152	-0.0108	-0.0419	-0.0432
FAMILY	-0.0554	-0.0719	0.0076	-0.0858	-0.0181	-0.0209	0.0033	-0.0322
M ED ASP	0.0590*	0.0549*	0.0824	0.0874	0.0507*	0.0464*	0.0731	0.0885
STUDYAID	0.0484*	0.0521*	0.0496	0.0406	0.0538*	0.0529*	0.0683	0.0576
PAR ROLE	0.2045*	0.2117*	0.1902*	0.1477	0.1013*	0.1030*	0.1020*	0.0804
NON-SCHL	0.0005	-0.0128	0.0550	0.0045	0.0005	-0.0117	0.0585	0.0049
LOC CN B	0.1433*	0.1563*	0.1143	-0.0464	0.0483*	0.0509*	0.0443	-0.0166
PRE VOC	-0.0051	-0.0072	0.0057	0.0018	-0.0231	-0.0302	0.0225	0.0072
PUBLIC	-0.0029	-0.0071	-0.0095	-0.1676	-0.0007	-0.0016	-0.0014	-0.0356
ACADEMIC	0.1350*	0.1457*	0.0231	0.1448	0.0563*	0.0611*	0.0094	0.0557
DISPR BF	-0.9841*	-1.0561*	-0.5961*	-0.9691*	-0.1566*	-0.1654*	-0.1014*	-0.1702*
MATH NR	0.1329*	0.1344*	0.1379*	0.0997*	0.1724*	0.1722*	0.1690*	0.1375*
SCI NR	0.0745*	0.0727*	0.1172*	0.0347	0.0756*	0.0746*	0.1093*	0.0362
LANG NR	0.1432*	0.1352*	0.1788*	0.1401*	0.1672*	0.1614*	0.1798*	0.1537*
MULTIPLE R	0.5592	0.5675	0.5333	0.5127				

VARIABLES WHOSE ASSOCIATED RAW WEIGHTS ARE AT LEAST FOUR TIMES THEIR STANDARD ERRORS

- Be in the academic program (except Blacks).

- Take more courses in all three course content areas.

- Come from homes where there is a high level of family educational support -- the mother has higher educational aspirations for her child, the parents have been involved in the selection of the curriculum track and the home tends to have more educational aids.

- Not be characterized by disciplinary behavior problems.

- Have higher levels of locus of control (with the exception of the Hispanics).

The finding that base year locus of control has a small but significant impact on amount of homework done is consistent with the earlier results that suggest that locus of control may have an educational motivational consequence.

9. Determinants of Gains in Mathematics Scores for the In-School Students (Model I)

Inspection of Table 9-18 indicates that the regression of a mathematics post-test on pre-test is essentially equivalent for all three racial/ethnic groups. This finding gives us more confidence in interpreting the Black/White and White/Hispanic contrasts with respect to gains in mathematics achievement. In order to test the robustness of the estimated gains, the regressions were run with and without two additional school level variables. The school level variables were percent going to college and the mean student rating of the school's reputation in the community. There was virtually no difference in the estimates. Demographic variables that were significantly related to gain in approximate order of importance were:

- Whites gained .56 test score points more than Blacks and approximately .9 more than Hispanics.

- Males gained approximately 1.0 of a test score point more than females. The gap in gains in favor of Hispanic males was somewhat less.

- High SES White students gained more than low SES White students. There was no relationship between SES and gains for Blacks.

- White and Hispanic students from the South gained less than their counterparts from other areas of the country.

Only one family educational support variable was related to mathematics gains:

Table 9-18
DIRECT EFFECTS OF EXPLANATORY VARIABLES ON MATHEMATICS POSTTEST IRT SCORE

BY TOTAL GROUP AND ETHNIC SUBGROUPS

	RAW REGRESSION WEIGHT				STANDARDIZED REGRESSION WEIGHT			
	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN
WHITE	0.5575*				0.0197*			
HISPANIC	-0.3675				-0.0072			
MALE	0.9633*	0.9652*	1.0936*	0.4835	0.0446*	0.0458*	0.0639*	0.0266
SES BY	0.3662*	0.3690*	0.0840	0.2780	0.0243*	0.0238*	0.0069	0.0205
NE+NC+W	0.5671*	0.6327*	0.1555	0.7531	0.0246*	0.0267*	0.0087	0.0406
URB+SUB	0.2201	0.2148	0.4446	0.3245	0.0096	0.0098	0.0226	0.0159
FAMILY	0.1480	0.2146	0.1535	-0.0925	0.0052	0.0069	0.0089	-0.0042
M ED ASP	0.2890*	0.3061*	0.0697	0.2697	0.0266*	0.0285*	0.0082	0.0334
STUDYAID	-0.0955	-0.1043	0.0216	-0.0425	-0.0114	-0.0117	0.0039	-0.0074
PAR ROLE	-0.1617	-0.1309	-0.2425	-0.3505	-0.0086	-0.0070	-0.0172	-0.0233
NON-SCHL	0.0660	0.1061	-0.0603	-0.0045	0.0068	0.0107	-0.0085	-0.0006
LOC CN B	0.0746	-0.0015	0.1950	0.5647	0.0027	-0.0001	0.0100	0.0247
PRE MATH	0.5811*	0.5807*	0.5758*	0.5374*	0.5265*	0.5268*	0.4878*	0.4615*
PUBLIC	1.1482*	1.0671*	1.3762	0.2665	0.0272*	0.0272*	0.0263	0.0069
ACADEMIC	0.3581*	0.3616	0.3968	-0.4038	0.0160*	0.0167	0.0214	-0.0190
DISPR BF	-1.1250*	-1.0906*	-1.5288	-1.5822	-0.0192*	-0.0188*	-0.0344	-0.0340
MATH NR	1.6186*	1.6419*	1.5034*	1.5648*	0.2249*	0.2320*	0.2438*	0.2636*
HOMEWK T	0.3726*	0.3531*	0.4466*	0.5311*	0.0399*	0.0389*	0.0591*	0.0649*
%COLLEGE	0.0101*	0.0097	0.0119	0.0137	0.0185*	0.0183	0.0259	0.0296
SCHL REP	-0.2879	-0.3578	0.3472	-0.5410	-0.0118	-0.0148	0.0182	-0.0279
PRE VOC	0.0696*	0.0834*	0.0415	-0.0398	0.0336*	0.0388*	0.0216	-0.0200
PRE READ	0.0731*	0.0562	0.1084	0.2089*	0.0323*	0.0251	0.0500	0.0919*
PRE SCI	0.1926*	0.2047*	0.1256	0.2249*	0.0801*	0.0809*	0.0570	0.1027*
PRE WRI	0.0832*	0.0852*	0.0802	0.0445	0.0382*	0.0383*	0.0436	0.0230
MULTIPLE R	0.8865	0.8770	0.8437	0.8443				

VARIABLES WHOSE ASSOCIATED RAW WEIGHTS ARE AT LEAST FOUR TIMES THEIR STANDARD ERRORS

- Mother's educational aspirations for the child for Whites and Hispanics.

School student behaviors and attitudes that were significantly and positively related to gains in mathematics achievement in approximate order of importance were:

- Number of Carnegie units in mathematics.
- Amount of homework hours.
- Being in the academic program (except for Hispanics).
- Not being a disciplinary problem.

It is encouraging to note that additional non-remedial mathematics course work equivalent to one Carnegie unit would lead to an expected gain of approximately one and one-half score points for all ethnic groups.

10. Determinants of Gain in Science Scores for the In-School Students (Model I)

Table 9-19 presents the result of the analysis of the science achievement gains. Table 9-19 indicates that the demographic variables that were significantly related to science gains were:

- Whites gained approximately 1.1 points more than Blacks while the Hispanics gained approximately .6 of a point more than the Blacks.
- Males gained about .85 points more than females.
- Students from the South gained less than students from other regions of the country. The negative impact of residing in the South on gains in science is significantly greater for Hispanics as compared to Whites or Blacks.

The only family educational support system variable that was related to science gains was:

- Amount of non-school learning experience for total group only.

Student school behaviors and attitudes that were related to gains in science in approximate order of importance were:

- Number of science courses.
- Number of hours of homework.

Unlike the case of the mathematics gain, membership in the academic curriculum was not related to science gains. Similarly, the standardized regression coefficients associated with number of science courses was about one-fourth that of its counterpart used in predicting gains in mathematics. These results are consistent with the conclusions in the Psychometric Report (Rock et al.) that suggest that the science test might be less sensitive to school behaviors.

Table 9-19
DIRECT EFFECTS OF EXPLANATORY VARIABLES ON
SCIENCE POSTTEST IRT SCORE
BY TOTAL GROUP AND ETHNIC SUBGROUPS

	RAW REGRESSION WEIGHT				STANDARDIZED REGRESSION WEIGHT			
	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN
WHITE	1.1122*				0.0934*			
HISPANIC	0.5680*				0.0265*			
MALE	0.8545*	0.8220*	0.8642*	0.8837*	0.0939*	0.0978*	0.1092*	0.0988*
SES BY	0.1146	0.1692	-0.1295	0.1527	0.0180	0.0274	-0.0231	0.0229
NE+NC+W	0.3167*	0.2334*	0.4326	1.0388*	0.0326*	0.0247*	0.0523	0.1139*
URB+SUB	0.0501	0.0661	-0.0433	0.0484	0.0052	0.0075	-0.0048	0.0048
FAMILY	0.0182	-0.0271	0.1374	0.1540	0.0015	-0.0022	0.0172	0.0144
M ED ASP	0.0885	0.0827	0.0123	0.2628	0.0193	0.0193	0.0031	0.0662
STUDYAID	-0.0120	-0.0065	0.0088	-0.0096	-0.0034	-0.0018	0.0035	-0.0034
PAR ROLE	-0.0678	-0.0347	-0.1240	-0.2116	-0.0085	-0.0047	-0.0190	-0.0287
NON-SCHL	0.0892*	0.0931	0.0647	0.0782	0.0217*	0.0236	0.0197	0.0211
LOC CN B	0.2089	0.1807	0.2788	0.0272	0.0179	0.0163	0.0309	0.0024
PRE SCI	0.4372*	0.4348*	0.4554*	0.4239*	0.4314*	0.4304*	0.4469*	0.3943*
PUBLIC	-0.0106	-0.0744	0.2063	0.7881	-0.0006	-0.0048	0.0085	0.0416
ACADEMIC	-0.0873	-0.0756	0.1059	-0.4978	-0.0093	-0.0088	0.0123	-0.0477
DISPR BF	-0.6032*	-0.7702*	-0.3172	0.1707	-0.0244*	-0.0333*	-0.0154	0.0075
SCI NR	0.2131*	0.1907*	0.2050	0.4787*	0.0549*	0.0540*	0.0547	0.1239*
HOMEWK T	0.0922*	0.0586	0.1628	0.2474	0.0234*	0.0162	0.0466	0.0616
%COLLEGE	-0.0051*	-0.0071*	0.0045	-0.0054	-0.0221*	-0.0334*	0.0210	-0.0236
SCHL REP	-0.0232	0.0111	-0.0606	0.1259	-0.0023	0.0012	-0.0069	0.0132
PRE VOC	0.0985*	0.0990*	0.0880*	0.1180*	0.1128*	0.1155*	0.0990*	0.1210*
PRE READ	0.1015*	0.0987*	0.1144*	0.1350*	0.1065*	0.1104*	0.1141*	0.1209*
PRE MATH	0.0561*	0.0589*	0.0578*	0.0332	0.1206*	0.1338*	0.1058*	0.0580
PRE WRI	0.0133	0.0052	0.0265	0.0553	0.0145	0.0059	0.0311	0.0583
MULTIPLE R	0.8162	0.7769	0.7891	0.7852				

VARIABLES WHOSE ASSOCIATED RAW WEIGHTS ARE AT LEAST FOUR TIMES THEIR STANDARD ERRORS

11. Determinants of Gains in Vocabulary Scores for the In-School Students (Model I)

Table 9-20 presents the determinants of gains in vocabulary scores. Demographic variables that are significantly related to gain in vocabulary are:

- Whites gained .9 vocabulary score points more than Blacks and Hispanics.
- Students from high SES backgrounds gained more than students from low SES backgrounds (except for Blacks).

Family educational support variables that are related to vocabulary gains in relative order of importance are:

- Mother's educational aspirations for the child.
- Amount of non-school learning experiences.
- Parental role in selecting curriculum. Surprisingly, this variable had a negative regression weight, indicating that the students whose parents weren't involved in selecting their curriculum were more likely to show greater vocabulary gains.

Student school behaviors and attitudes that were related to gain in order of importance were:

- Number of foreign language courses.
- Locus of control. Students who felt that they could have an impact on their own future gained more.
- Number of homework hours.

12. Determinants of Gains in Reading Scores for the In-School Population (Model I)

Inspection of Table 9-21 indicates that the demographic variables that were significantly related to gain were:

- Males gained approximately .25 of a score point more than females.
- Whites in the South gained more than their counterparts elsewhere.

No family educational support system variables were significantly related to gain. Student school behaviors and attitudes that were significantly related to gains in reading in approximate order of importance were:

Table 9-20
DIRECT EFFECTS OF EXPLANATORY VARIABLES ON
VOCABULARY POSTTEST IRT SCORE
BY TOTAL GROUP AND ETHNIC SUBGROUPS

	RAW REGRESSION WEIGHT				STANDARDIZED REGRESSION WEIGHT			
	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN
WHITE	0.8860*				0.0613*			
HISPANIC	0.0403				0.0016			
MALE	0.0932	0.0287	0.3911	0.0410	0.0084	0.0028	0.0377	0.0038
SES BY	0.1942*	0.2759*	-0.2299	0.2869	0.0251*	0.0369*	-0.0312	0.0361
NE+NC+W	0.1733	0.1148	0.1070	0.6203	0.0147	0.0100	0.0099	0.0570
URB+SUB	0.0802	0.0463	0.5158	-0.2470	0.0069	0.0044	0.0433	-0.0207
FAMILY	-0.0153	-0.0944	0.1670	0.2283	-0.0010	-0.0063	0.0159	0.0179
M ED ASP	0.1498*	0.1115	0.2030	0.4236*	0.0269*	0.0215	0.0392	0.0894*
STUDYAID	0.0293	0.0108	0.0626	0.0637	0.0068	0.0025	0.0188	0.0189
PAR ROLE	-0.1975*	-0.1261	-0.3700	-0.3651	-0.0205*	-0.0140	-0.0433	-0.0415
NON-SCHL	0.0882*	0.0740	0.0943	0.1560	0.0177*	0.0155	0.0219	0.0353
LOC CN B	0.5117*	0.4397*	0.6124*	0.7864	0.0361*	0.0327*	0.0517*	0.0588
PRE VOC	0.5447*	0.5401*	0.5709*	0.5792*	0.5138*	0.5206*	0.4894*	0.4979*
PUBLIC	-0.0954	-0.0985	-0.1558	-0.4592	-0.0044	-0.0052	-0.0049	-0.0203
ACADEMIC	0.0901	0.0999	0.1349	-0.0752	0.0079	0.0096	0.0120	-0.0060
DISPR BF	-0.3991	-0.2502	-0.9743	-0.7125	-0.0133	-0.0089	-0.0361	-0.0261
LANG NR	0.2443*	0.2275*	0.4288*	-0.0151	0.0597*	0.0620*	0.0940*	-0.0035
HOMEWK T	0.0881*	0.0838	0.0066	0.2352	0.0184*	0.0191	0.0014	0.0491
%COLLEGE	0.0011	0.0013	0.0037	-0.0056	0.0041	0.0051	0.0131	-0.0206
SCHL REP	0.0627	0.0171	0.0321	0.4428	0.0050	0.0015	0.0028	0.0390
PRE READ	0.1259*	0.1201*	0.1545*	0.2241*	0.1087*	0.1110*	0.1174*	0.1683*
PRE MATH	0.0094	0.0165*	-0.0149	-0.0147	0.0166	0.0310*	-0.0208	-0.0215
PRE SCI	0.1244*	0.1152*	0.1659*	0.1099	0.1011*	0.0942*	0.1241*	0.0857
PRE WRI	0.0878*	0.0821*	0.1049*	0.0722	0.0787*	0.0764*	0.0938*	0.0638
MULTIPLE R	0.8584	0.8333	0.8360	0.8296				

VARIABLES WHOSE ASSOCIATED RAW WEIGHTS ARE AT LEAST FOUR TIMES THEIR STANDARD ERRORS

Table 9-21

DIRECT EFFECTS OF EXPLANATORY VARIABLES ON READING POSTTEST IRT SCORE

BY TOTAL GROUP AND ETHNIC SUBGROUPS

	RAW REGRESSION WEIGHT				STANDARDIZED REGRESSION WEIGHT			
	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN
WHITE	-0.0020				-0.0002			
HISPANIC	-0.0937				-0.0039			
MALE	0.2574*	0.2405	0.4810	0.2574	0.0254*	0.0243	0.0568	0.0287
SES BY	0.0240	0.0574	-0.0118	-0.3018	0.0034	0.0079	-0.0020	-0.0452
NE+NC+W	-0.2054	-0.2460*	-0.2212	0.0029	-0.0190	-0.0221*	-0.0250	0.0003
URB+SUB	-0.0245	-0.0407	0.1995	-0.0672	-0.0023	-0.0039	0.0205	-0.0067
FAMILY	0.0058	-0.0249	0.1125	-0.0531	0.0004	-0.0017	0.0131	-0.0049
M ED ASP	0.0782	0.0273	0.1691	0.5400*	0.0153	0.0054	0.0401	0.1356*
STUDYAID	-0.0276	-0.0297	-0.0278	0.0307	-0.0070	-0.0071	-0.0102	0.0108
PAR ROLE	-0.1155	-0.1022	-0.1837	-0.1357	-0.0131	-0.0116	-0.0263	-0.0183
NON-SCHL	0.0587	0.0766	-0.0116	-0.0030	0.0129	0.0165	-0.0033	-0.0008
LOC CN B	0.4404*	0.4164*	0.5464	0.4838	0.0339*	0.0318*	0.0566	0.0430
PRE READ	0.3626*	0.3642*	0.3528*	0.3130*	0.3421*	0.3453*	0.3287*	0.2795*
PUBLIC	-0.1529	-0.1888	-0.2617	-0.0913	-0.0077	-0.0102	-0.0101	-0.0048
ACADEMIC	0.0997	0.1064	0.2081	-0.5079	0.0095	0.0105	0.0226	-0.0485
DISPR BF	-0.3523	-0.2864	-0.5066	-0.7616	-0.0128	-0.0105	-0.0230	-0.0332
LANG NR	0.1785*	0.1739*	0.2705	0.1066	0.0476*	0.0486*	0.0727	0.0290
HOMEWK T	0.1383*	0.1539*	0.0834	-0.0108	0.0316*	0.0360*	0.0223	-0.0027
%COLLEGE	-0.0036	-0.0048	0.0014	-0.0029	-0.0139	-0.0195	0.0060	-0.0128
SCHL REP	-0.1666	-0.1736	-0.1230	-0.0877	-0.0145	-0.0152	-0.0130	-0.0092
PRE VOC	0.1862*	0.1873*	0.1671*	0.2132*	0.1919*	0.1852*	0.1756*	0.2180*
PRE MATH	0.0522*	0.0529*	0.0493*	0.0422	0.1008*	0.1020*	0.0843*	0.0735
PRE SCI	0.1455*	0.1471*	0.1253*	0.1811*	0.1290*	0.1234*	0.1149*	0.1680*
PRE WRI	0.0897*	0.0913*	0.0742*	0.1114*	0.0878*	0.0872*	0.0814*	0.1172*
MULTIPLE R	0.8022	0.7832	0.7719	0.7915				

VARIABLES WHOSE ASSOCIATED RAW WEIGHTS ARE AT LEAST FOUR TIMES THEIR STANDARD ERRORS

- Number of foreign language courses.
- Locus of control.
- Number of hours of homework.

13. Determinants of Gains in Writing Scores for the In-School Population (Model I)

Inspection of Table 9-22 indicates that the demographic variables that were significantly related to gains in writing in order of importance were:

- Whites gained .55 points more than Blacks.
- Females gained approximately 1.5 points more than males.

Family educational support variables that were significantly related to gains in writing in approximate order of importance were:

- Mother's educational aspirations for the child.
- Study aids in the home.

Student school behavior and attitudes significantly related to gains in writing in approximate order of importance were:

- Number of foreign language courses.
- Involvement in disciplinary problems (negatively related).
- Number of hours of homework.
- Locus of control.

The relative adjusted gains in tested achievement between males and females and ethnic groups for the in-school population need to be put into perspective. In terms of pre-test standard deviation units, the group contrasts are as follows,

Whites gain in:

	Mathematics	Science	Vocabulary	Reading	Writing
Compared to Blacks	+.06 S.D.	+.25 S.D.	+.17 S.D.	No Diff.	+.11 S.D.
Compared to Hispanics	+.09 S.D.	+.12 S.D.	+.16 S.D.	+.02 S.D.	+.04 S.D.

Table 9-22

DIRECT EFFECTS OF EXPLANATORY VARIABLES ON WRITING POSTTEST IRT SCORE

BY TOTAL GROUP AND ETHNIC SUBGROUPS

	RAW REGRESSION WEIGHT				STANDARDIZED REGRESSION WEIGHT			
	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN
WHITE	0.5556*				0.0433*			
HISPANIC	0.3561				0.0154			
MALE	-1.4577*	-1.4956*	-1.3675*	-1.6919*	-0.1487*	-0.1606*	-0.1427*	-0.1736*
SES BY	-0.1335	-0.0829	-0.1265	-0.2081	-0.0195	-0.0121	-0.0186	-0.0287
NE+NC+W	-0.0491	-0.0719	-0.3434	0.6096	-0.0047	-0.0069	-0.0343	0.0614
URB+SUB	-0.0164	-0.0357	0.0428	0.3191	-0.0016	-0.0037	0.0039	0.0293
FAMILY	0.1400	0.0943	0.1464	0.4398	0.0108	0.0068	0.0151	0.0377
M ED ASP	0.1735*	0.1721*	0.1449	0.3182	0.0351*	0.0363*	0.0303	0.0735
STUDYAID	0.0987*	0.0881	0.1154	0.0859	0.0259*	0.0223	0.0375	0.0278
PAR ROLE	-0.1425	-0.0810	-0.3305	-0.3130	-0.0167	-0.0098	-0.0419	-0.0389
NON-SCHL	0.0695	0.0503	0.0840	0.1184	0.0157	0.0115	0.0211	0.0294
LOC CN B	0.2516*	0.2132	0.1899	0.4034	0.0200*	0.0173	0.0174	0.0330
PRE WRI	0.3663*	0.3648*	0.3804*	0.2829*	0.3705*	0.3709*	0.3685*	0.2737*
PUBLIC	-0.0924	-0.0967	0.1190	-0.2382	-0.0048	-0.0056	0.0041	-0.0116
ACADEMIC	-0.0425	-0.0675	0.1939	0.0768	-0.0042	-0.0071	0.0186	0.0068
DISPR BF	-1.2964*	-1.2334*	-1.4910*	-2.0201*	-0.0487*	-0.0482*	-0.0599*	-0.0810*
LANG NR	0.1571*	0.1577*	0.1749	0.1118	0.0433*	0.0469*	0.0415	0.0280
HOMEWK T	0.1931*	0.1664*	0.2655*	0.2618	0.0456*	0.0415*	0.0627*	0.0598
%COLLEGE	-0.0003	-0.0011	0.0088	-0.0040	-0.0012	-0.0047	0.0342	-0.0161
SCHL REP	-0.0552	-0.0398	-0.1258	0.0873	-0.0050	-0.0037	-0.0118	0.0084
PRE VOC	0.1085*	0.1102*	0.0820	0.1415*	0.1155*	0.1160*	0.0762	0.1331*
PRE READ	0.0805*	0.0699*	0.1548*	0.1434*	0.0785*	0.0706*	0.1275*	0.1179*
PRE MATH	0.0754*	0.0778*	0.0698*	0.0848*	0.1505*	0.1595*	0.1055*	0.1361*
PRE SCI	0.0506*	0.0465*	0.0600	0.0645	0.0464*	0.0416*	0.0486	0.0551
MULTIPLE R	0.7900	0.7704	0.7585	0.7620				

VARIABLES WHOSE ASSOCIATED RAW WEIGHTS ARE AT LEAST FOUR TIMES THEIR STANDARD ERRORS

Male gains compared to females in:

Mathematics	Science	Vocabulary	Reading	Writing
+.10 S.D.	+.19 S.D.	+.02 S.D.	+.05 S.D.	-.29 S.D.

While the size of ethnic differences approximate those of the male-female comparisons, the pattern is somewhat different. It is interesting to note that the smaller Black-White difference among the gain contrasts are in the mathematics and reading achievement areas. This pattern of the differential gains is also consistent with a differential targeting hypothesis. That is, Blacks and Hispanics have a greater likelihood of having participated in Title I (Chapter I) and possibly other remedial skills enhancement programs than did Whites. It is the reading and mathematics areas that are targeted rather than the vocabulary or science areas in these programs. The argument here is that participation in these special programs allowed Blacks and Hispanics to sufficiently develop their basic skills to "keep up" with their majority group classmates during the last two years of high school. Mathematics is also the one achievement content area that would seem to be most likely to be sensitive to formal schooling.

The largest Black-White differences occur in science and vocabulary. Both the vocabulary and the science areas may be less sensitive to special course work. The science measure would appear to be less sensitive to formal course work, since its item content includes a proportionately large number of general science questions and some biology items. While the biology items may be course-related, most students take biology before the end of their sophomore year. Therefore, the base year pre-test science score when used as a covariate will remove much of any group-related biology course differences from gains in science achievement. Previously discussed results support this interpretation. Non-school-related learning was found to be significantly related to both initial (sophomore) science and vocabulary scores as well as to gains in both science and vocabulary.

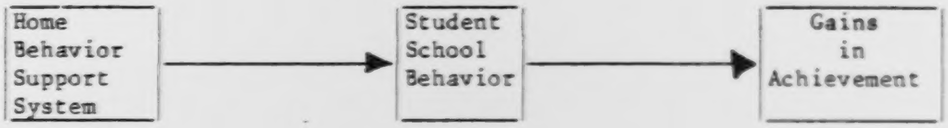
It also should be kept in mind that these group comparisons are based on differences in adjusted means. We are asking (and hopefully answering) the question, "what would be the expected gains if one compared Blacks and Whites who had the same demographics and sophomore achievement scores and who exhibited the same school behaviors, e.g., number of courses, amount of homework, being in the academic curriculum, etc."

The analysis shows that other things being equal, meaning demographics and level of family educational support, Blacks take significantly more science and foreign language courses and report doing more homework than Whites. There is little difference between Whites and Hispanics on these process variables. The question the gain analyses attempt to answer is what would be the expected gain if Blacks and Whites took the same number of courses and did equivalent amounts of homework. That the Blacks' estimated gain was typically less than the Whites' reflects the fact that their observed gains were not commensurate with what is predicted from their relative involvement in the academic process (homework and course work).

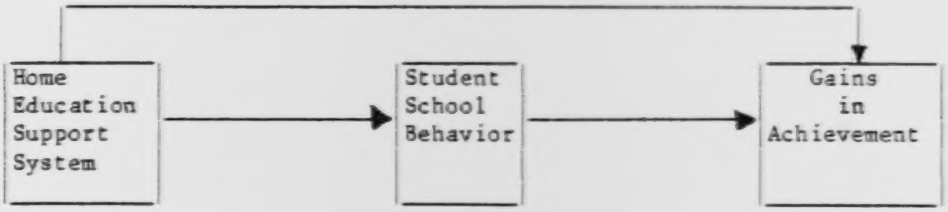
Part of the differential gain in favor of Whites in science and vocabulary could be due to differences in quality of the course work received or school attended. Differences in quality of schools and thus possibly course work received should, however, have little effect on the obtained sex differences. Also, the introduction of two school level "quality" variables, mean percent going to college and the students' mean rating of the reputation of the school in the community, left the ethnic group regression coefficients virtually unchanged.

Another interesting result that bears on targeting and its possible influence on Black/White differential gain is the fact that SES had a consistently lower relationship with gains for Blacks as compared to Whites. In some cases, the raw score regression weights were even negative. Similarly, the regression weight associated with the "trappings" of SES such as study aids in home, non-school-related learning activity and parental involvement tended to have a lesser effect on gains (sometimes negative) for Blacks. This would seem to be additional indirect evidence for the impact of targeting through Title I on gains. That is, low SES Blacks are more likely to be targeted for Title I programs than are the high SES Blacks. The zero and negative weighted SES variables for Blacks suggest that among Blacks the potentially Title I targeted subgroups are showing greater gains.

The in-school path models results suggest that student school process behaviors are the primary determinants of gains regardless of ethnicity or sex. Number of non-remedial courses, amount of homework, being in the academic curriculum, and not cutting classes or being suspended are the primary determinants of gain. These students' process variables are in turn primarily explained by home educational support variables such as mothers' aspirations, study aids in the home, parental role in curriculum selection, and number of non-school-related learning experiences. That is, the model is:



Rather than:



An additional possible proxy for motivation to achieve is self-reports of locus of control. Base year locus of control was found to be significantly related to gains in achievement for all tested areas. Construct validity for base year locus of control as a proxy for educational motivation was the fact that it was significantly and positively related to the following student school behaviors:

- Selection into the academic curriculum.
- Total number of non-remedial courses in mathematics, sciences and foreign languages taken during one's junior and senior year.
- Average number of hours spent in homework during the last two years of high school.

This apparently critical attitude itself is a function of the level of the family educational support system. The constellation of mother's aspirations and the related educational support variables such as study aids in the home, number of non-school-related learning experiences, and parental involvement, all relate to whether the individual feels that "strivings" can make a difference. This relationship of the family educational support system to this critical positive attitude (locus of control) and other positive social and school behaviors is particularly important from a policy viewpoint since:

- The constellations of family support variables are manipulable to the extent that parental attitudes, behaviors, and involvement can be changed through encouragement and educational information.
- It has a significant effect independent of SES, which of course, is much less manipulable.
- The relationship seems to "work" among all racial/ethnic groups.

B. PREDICTION OF THE DECISION TO STAY IN OR DROP OUT OF SCHOOL (MODEL II)

As Figure 9-2 indicated, the path model for the total sample (in-school and dropouts) includes somewhat different intermediate dependent variables than the in-school model. The following tables and their discussion deal with that part of Model II that diverges from Model I.

1. Determinants of Students' Participation in Sophomore School Activities (Model II)

This variable was included in the Model II analysis since the earlier descriptive analysis results suggested that dropouts typically do not feel that they are a member of the student body. Inspection of Table 9-23 indicates that Whites and Hispanics are less likely than Blacks to participate in these school activities. Females are more likely to be involved in extracurricular activities than are males. Also, the participation rate is greater in the

Table 9-23
DIRECT EFFECTS OF EXPLANATORY VARIABLES ON

PARTICIPATED IN ANY ACTIVITIES IN SOPHOMORE YEAR
(COUNT OF ACTIVITIES)

BY TOTAL GROUP AND ETHNIC SUBGROUPS

	RAW REGRESSION WEIGHT				STANDARDIZED REGRESSION WEIGHT			
	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN
WHITE	-0.4352*				-0.0928*			
HISPANIC	-0.4454*				-0.0547*			
MALE	-0.3982*	-0.4488*	-0.2616	0.0454	-0.1082*	-0.1245*	-0.0700	0.0119
SES BY	0.0402	0.0219	-0.0062	0.4152*	0.0158	0.0085	-0.0022	0.1473*
NE+NC+W	-0.2359*	-0.2260*	-0.2011	-0.3040	-0.0606*	-0.0566*	-0.0484	-0.0778
URB+SUB	-0.4965*	-0.4973*	-0.4597*	-0.3657	-0.1279*	-0.1326*	-0.0991*	-0.0846
FAMILY	-0.0077	0.0351	-0.0142	-0.3058	-0.0016	0.0069	-0.0035	-0.0712
M ED ASP	0.1257*	0.1478*	0.1003	-0.0356	0.0707*	0.0840*	0.0518	-0.0212
STUDYAID	0.0801*	0.0904*	0.0221	0.0669	0.0585*	0.0625*	0.0172	0.0554
PAR ROLE	0.3201*	0.3095*	0.3212*	0.3581*	0.1017*	0.0991*	0.0987*	0.1143*
NON-SCHL	0.3005*	0.2915*	0.3144*	0.3696*	0.1823*	0.1736*	0.1877*	0.2355*
LOC CN B	0.0098	0.0585	-0.1179	-0.2266	0.0021	0.0125	-0.0257	-0.0477
PRE VOC	-0.0130*	-0.0121	-0.0187	-0.0380	-0.0374*	-0.0336	-0.0408	-0.0885
PUBLIC	0.1346	0.1418	0.0303	0.2538	0.0177	0.0200	0.0023	0.0309
MULTIPLE R	0.3252	0.3354	0.2558	0.3597				

VARIABLES WHOSE ASSOCIATED RAW WEIGHTS ARE AT LEAST FOUR TIMES THEIR STANDARD ERRORS

South and in rural schools. This may be somewhat confounded with the size of school. Parental involvement, as indicated by the extent of their role in the selection of their child's curriculum, the number of study aids in the home and non-school learning, were more significantly related to the participation rate for almost all groups. Participation rate has little or no relationship with verbal ability or measured by the vocabulary pre-test.

2. Determinants of Grades through the Second Year in High School

The primary outcome variable in Table 9-24 is self-reported grades as of the sophomore year. While there is no ethnic group effect when controlling for the other explanatory variables (in particular verbal ability as measured by base year vocabulary), there is a sex effect. Other things being equal, males receive lower grades than females. This is true for Whites and Blacks and, to a lesser extent, for Hispanics.

Other things being equal, grades in the South and in the rural schools tended to be significantly higher.

Of the family educational support system, mother's educational aspirations for the child and parental role in curriculum selection were positively related to grades.

School behaviors and attitudes that were related to grades in approximate order of importance were:

- Having high vocabulary scores.
- Involvement in disciplinary problems negatively related.
- Amount of homework done.
- Locus of control.
- Being in the academic program.

3. Determinants of the Decision to Stay In or Drop Out of School (Model II)

Inspection of Table 9-25 indicates that the demographic variables that are related to dropping out of school in approximate order of importance are:

- Intact family - students coming from an intact family (i.e., both parents present) are less likely to drop out.
- SES - students from high SES backgrounds are less likely to drop out (with the possible exception of Blacks).
- Whites and Hispanics - other things being equal, Whites and Hispanics are more likely to drop out of school than are Blacks. Probably the critical control variables here are ability as measured by pre-test achievement scores and school performance as measured by grades.

Table 9-24
DIRECT EFFECTS OF EXPLANATORY VARIABLES ON

GRADES SO FAR IN HIGH SCHOOL (AS OF SOPHOMORE YEAR)
(1=BELOW D; 8=MOSTLY A)

BY TOTAL GROUP AND ETHNIC SUBGROUPS

	RAW REGRESSION WEIGHT				STANDARDIZED REGRESSION WEIGHT			
	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN
WHITE	-0.0340				-0.0082			
HISPANIC	-0.0558				-0.0077			
MALE	-0.2978*	-0.3166*	-0.2378*	-0.1141	-0.0912*	-0.0966*	-0.0801*	-0.0359
SES BY	0.0579	0.0759	-0.1002	-0.0657	0.0257	0.0321	-0.0474	-0.0279
NE+NC+W	-0.2048*	-0.1773*	-0.2027	-0.3762*	-0.0593*	-0.0488*	-0.0660	-0.1153*
URB+SUB	-0.1341*	-0.1116*	-0.2346	-0.1382	-0.0389*	-0.0327*	-0.0685	-0.0383
FAMILY	0.1173*	0.1404*	0.0517	0.1288	0.0284*	0.0305*	0.0173	0.0359
M ED ASP	0.1287*	0.1418*	0.0613	0.1039	0.0815*	0.0885*	0.0429	0.0742
STUDYAID	-0.0415*	-0.0336	-0.0466	-0.0118	-0.0342*	-0.0256	-0.0492	-0.0117
PAR ROLE	0.1538*	0.1691*	0.0789	0.0799	0.0551*	0.0595*	0.0326	0.0305
NON-SCHL	0.0076	-0.0079	0.0727	0.0862	0.0052	-0.0052	0.0588	0.0658
LOC CN B	0.2721*	0.2885*	0.2046	0.3002	0.0661*	0.0680*	0.0605	0.0757
PRE VOC	0.0917*	0.0978*	0.0536*	0.0537*	0.2964*	0.2987*	0.1585*	0.1498*
PUBLIC	0.0935	0.0926	-0.1945	0.5443	0.0139	0.0144	-0.0201	0.0795
ACADEMIC	0.2753*	0.2569*	0.2373	0.4815*	0.0794*	0.0748*	0.0711	0.1243*
DISPRB B	-1.5082*	-1.5684*	-1.2104*	-1.3153*	-0.2146*	-0.2183*	-0.1988*	-0.2099*
P-SOPH	0.0745*	0.0773*	0.0670*	0.0239	0.0839*	0.0850*	0.0908*	0.0286
HOMEWK B	0.1830*	0.1740*	0.2065*	0.2768*	0.1427*	0.1348*	0.1778*	0.2136*
MULTIPLE R	0.6214	0.6359	0.4931	0.5286				

VARIABLES WHOSE ASSOCIATED RAW WEIGHTS ARE AT LEAST FOUR T IMES THEIR STANDARD ERRORS

Table 9-25

DIRECT EFFECTS OF EXPLANATORY VARIABLES ON

STILL IN SCHOOL IN SENIOR YEAR
(0=DROPOUT; 1=IN SCHOOL)

BY TOTAL GROUP AND ETHNIC SUBGROUPS

	RAW REGRESSION WEIGHT				STANDARDIZED REGRESSION WEIGHT			
	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN	TOTAL	WHITE	BLACK	MEXICAN+ P RICAN
WHITE	-0.0642*				-0.0700*			
HISPANIC	-0.0654*				-0.0411*			
MALE	0.0197	0.0258*	-0.0324	0.0560	0.0274	0.0372*	-0.0414	0.0641
SES BY	0.0282*	0.0340*	0.0116	0.0537	0.0570*	0.0680*	0.0208	0.0829
NE+NC+W	0.0246*	0.0464*	-0.0667*	-0.0243	0.0323*	0.0604*	-0.0824*	-0.0270
URB+SUB	-0.0004	0.0043	0.0111	-0.0345	-0.0005	0.0060	0.0123	-0.0347
FAMILY	0.0650*	0.0616*	0.0537	0.1080*	0.0715*	0.0632*	0.0680	0.1094*
M ED ASP	0.0082	0.0046	0.0218	0.0062	0.0234	0.0136	0.0578	0.0161
STUDYAID	0.0081	0.0103*	-0.0037	0.0041	0.0303	0.0371*	-0.0148	0.0148
PAR ROLE	0.0087	0.0109	0.0181	-0.0386	0.0142	0.0181	0.0286	-0.0535
NON-SCHL	-0.0062	-0.0066	-0.0018	-0.0003	-0.0192	-0.0203	-0.0054	-0.0010
LOC CN B	-0.0235	-0.0123	-0.0559	-0.1072*	-0.0259	-0.0137	-0.0627	-0.0983*
PRE VOC	0.0019	0.0017	0.0024	0.0026	0.0275	0.0242	0.0271	0.0268
PRE READ	-0.0032	-0.0029	-0.0033	-0.0025	-0.0422	-0.0392	-0.0328	-0.0224
PRE MATH	0.0029*	0.0026*	0.0051	0.0010	0.0802*	0.0735*	0.0916	0.0166
PRE SCI	0.0006	-0.0001	0.0015	0.0103	0.0082	-0.0010	0.0149	0.0953
PRE WRI	0.0023	0.0020	0.0047	-0.0017	0.0325	0.0277	0.0554	-0.0183
PUBLIC	-0.0266	-0.0318	0.0009	0.0276	-0.0179	-0.0234	0.0004	0.0146
ACADEMIC	0.0138	0.0108	0.0287	0.0212	0.0181	0.0149	0.0326	0.0199
DISPRB B	-0.3416*	-0.3267*	-0.3374*	-0.4887*	-0.2207*	-0.2150*	-0.2099*	-0.2833*
P-SOPH	0.0011	0.0030	-0.0062	0.0005	0.0057	0.0156	-0.0318	0.0024
HOMEWK B	0.0001	-0.0010	0.0024	0.0081	0.0002	-0.0037	0.0077	0.0227
GRADES	0.0364*	0.0383*	0.0195	0.0516*	0.1651*	0.1810*	0.0737	0.1876*
MULTIPLE R	0.4309	0.4427	0.3792	0.4617				

VARIABLES WHOSE ASSOCIATED RAW WEIGHTS ARE AT LEAST FOUR TIMES THEIR STANDARD ERRORS

- Region - Whites in the South region are more likely to drop out than their counterparts in the non-South. Conversely, Blacks in the South are less likely to drop out than their counterparts of similar background and abilities in the Northeast, North Central or West.

The only family educational support variable that was related to dropping out was:

- Study aids in the home - the more study aids in the home, the less likely one is to drop out (significant for Whites only).

Student school behavior and attitudes that were related to dropping out in approximate order of importance were:

- Disciplinary problems - students that cut classes, were suspended, had trouble with the law were much more likely to drop out.

- Grades - students with low grades were much more likely to drop out. Grades seem to be somewhat more important in the dropping out decision for Whites and Hispanics as compared to Blacks.

The fact that when one controls for differences in ability, school performance, and home educational support systems, Blacks are less likely to drop out than Whites suggests the possibility that targeting procedures directed at keeping Blacks in school are paying dividends. The reason Southern schools are having greater success in keeping Blacks in school than schools in other regions is not clear.

The fact that students from intact families were significantly more likely to remain in school further underscores the importance of the family characteristics in the schooling process. The more "changeable" family characteristics (i.e., those that make up the constellation of family educational support system) had comparatively little direct effect on dropping out. As pointed out earlier, however, they do influence those school achievement and deportment behaviors which in turn do affect dropping out. That is, grades and deportment as measured by disciplinary problems were the important determinants of dropping out or staying in school.

Mathematics skills as measured by the sophomore test score seemed to be much more important than the other measured abilities as a prediction of dropping out. In general, however, deportment and school performance as measured by grades seem to out-shadow ability measures as determinants of dropping out.

C. A VALUE ADDED ANALYSIS OF THE RELATIVE EFFECTS OF DIFFERENTIAL CURRICULUM AND DROPOUT STATUS ON GAINS IN ACHIEVEMENT AND OTHER OUTCOMES

This analysis was carried out to estimate the value added in terms of gains in achievement that might accrue from participation in different curriculum as compared to dropping out early and receiving no additional formal educational treatment. Participation in these different "educational treatments" might also be expected to have differential impacts on gain in nonacademic achievement outcomes such as self-esteem and educational and occupational aspirations. Thus, this value added section investigates gains in tested achievement, self-esteem, educational aspiration and occupational aspiration. These analyses will be done separately for sex and racial/ethnic groups. It would seem possible that these differing educational treatments may have a differential impact (i.e., interact) with sex or ethnic group membership.

All educational treatments (i.e., late dropouts; different curriculum membership, etc.) will be contrasted with a base-line group of individuals who dropped out and report no additional formal education. Control variables include demographics, school sector, family home support variables, and pre-test scores.

1. Gains in Vocabulary as a Function of Curriculum and Dropout Status

Table 9-26 presents the raw and standard score regression coefficients for totals, sex and ethnic groups, and public and Catholic sector students. The various dropout status codes were:

Early untrained dropout - this is the base-line group against which all other curriculum and dropout status groups are contrasted. Since it is the base-line or comparison group, it is not shown in the list.

Trained - trained early dropout, i.e., received GED training or academic tutoring (self-report).

Late drop - dropped out after the junior year or dropped out earlier but reported receiving GED training or tutoring.

General - general curriculum in base year.

Academic - academic curriculum in base year.

Vocational - vocational curriculum in base year.

General & Vocational - In the Catholic school sector comparison, the general and vocational curriculum were combined because of too few data cases.

Table 9-26

DIRECT EFFECTS OF EXPLANATORY VARIABLES ON POSTTEST VOCABULARY BY TOTAL GROUP, ETHNIC SUBGROUPS, SCHOOL TYPE, AND SEX

	RAW REGRESSION WEIGHT								STANDARDIZED REGRESSION WEIGHT							
	TOTAL	WHITE	BLACK	MEX+PR	PUB	CATH	MALE	FEMALE	TOTAL	WHITE	BLACK	MEX+PR	PUB	CATH	MALE	FEMALE
PRE VOC	0.56*	0.55*	0.60*	0.57*	0.56*	0.53*	0.58*	0.54*	0.52*	0.53*	0.51*	0.48*	0.52*	0.53*	0.54*	0.50*
LOC CN B	0.58*	0.55*	0.43	0.73	0.57*	0.39	0.43*	0.71*	0.04*	0.04*	0.04	0.06	0.04*	0.03	0.03*	0.05*
FAMILY	-0.02	-0.12	0.08	0.28	-0.01	-0.33	-0.12	0.07	0.00	-0.01	0.01	0.02	0.00	-0.02	-0.01	0.00
MALE	0.16	0.09	0.35	0.28	0.14	0.20			0.01	0.01	0.03	0.03	0.01	0.02		
SES BY	0.25*	0.32*	0.07	0.15	0.23*	0.40	0.27*	0.22	0.03*	0.04*	0.01	0.02	0.03*	0.06	0.03*	0.03
NE+NC+W	0.25*	0.20	0.31	0.55	0.27*	-0.17	0.39*	0.12	0.02*	0.02	0.03	0.05	0.02*	-0.01	0.03*	0.01
URB+SUB	0.16	0.15	0.47	-0.29	0.14	0.33	0.28*	0.06	0.01	0.01	0.04	-0.02	0.01	0.02	0.02*	0.00
M ED ASP	0.16*	0.14*	0.15	0.32*	0.15*	0.28	0.15*	0.20*	0.03*	0.03*	0.03	0.07*	0.03*	0.05	0.03*	0.04*
NON-SCHL	0.12*	0.11*	0.13	0.17	0.12*	-0.04	0.10	0.12*	0.02*	0.02*	0.03	0.04	0.02*	-0.01	0.02	0.02*
PAR ROLE	-0.12	-0.08	-0.28	0.19	-0.11	-0.25	-0.07	-0.17	-0.01	-0.01	-0.03	0.02	-0.01	-0.03	-0.01	-0.02
STUDYAID	0.03	0.01	0.02	0.07	0.03	-0.25	0.00	0.06	0.01	0.00	0.01	0.02	0.01	-0.06	0.00	0.01
WHITE	0.87*				0.82*	0.71	0.76*	0.96*	0.06*				0.06*	0.05	0.05*	0.07*
MEX+PR	-0.03				-0.05	-0.35	-0.15	0.12	0.00				0.00	-0.02	-0.01	0.00
TRAINED	0.36	0.59	0.16	-0.45	0.28		0.48	0.16	0.01	0.01	0.01	-0.02	0.01		0.01	0.00
LATEDROP	0.09	-0.14	1.02	0.10	0.00	2.57*	0.21	-0.15	0.00	-0.01	0.05	0.00	0.00	0.08*	0.01	-0.01
GENERAL	0.64*	0.45*	1.21*	1.09*	0.55*		0.40	0.90*	0.05*	0.04*	0.11*	0.10*	0.05*		0.03	0.07*
ACADEMIC	0.87*	0.69*	1.47*	1.00	0.74*	2.82*	0.62*	1.14*	0.07*	0.06*	0.12*	0.07	0.06*	0.29*	0.05*	0.09*
VOCATION	0.32	0.22	0.72	0.45	0.27		0.06	0.60*	0.02	0.01	0.06	0.03	0.02		0.00	0.04*
GEN+VOC						2.61*								0.27*		
PRE READ	0.13*	0.12*	0.14*	0.20*	0.13*	0.09*	0.13*	0.13*	0.11*	0.11*	0.11*	0.15*	0.11*	0.09*	0.11*	0.10*
PRE MATH	0.01	0.02*	0.01	-0.02	0.01	0.02	0.02	0.01	0.02	0.03*	0.01	-0.02	0.02	0.03	0.03	0.02
PRE SCI	0.10*	0.09*	0.16*	0.12*	0.11*	0.10*	0.10*	0.12*	0.08*	0.08*	0.12*	0.10*	0.09*	0.09*	0.08*	0.09*
PRE WRI	0.09*	0.08*	0.11*	0.09	0.09*	0.07	0.06*	0.12*	0.08*	0.08*	0.09*	0.08	0.08*	0.07	0.06*	0.10*
GRADES	0.06	0.10*	-0.07	0.01	0.06	0.19	0.02	0.11*	0.02	0.03*	-0.02	0.00	0.02	0.06	0.01	0.03*
MULTIPLE R	0.856	0.835	0.814	0.811	0.854	0.821	0.850	0.864								

* VARIABLES WHUSE ASSOCIATED RAW WEIGHTS ARE AT LEAS T FOUR TIMES THEIR STANDARD ERRORS

Inspection of the total columns of Table 9-26 suggests that staying in school regardless of curriculum program is better than being an early untrained dropout who does not participate in any out-of-school GED or tutoring program (i.e., the base-line group). Although individuals in the vocational curriculum gain significantly more in vocabulary skills than the base-line group, their gain is about the same as an early dropout who pursued a GED or tutoring. One must be careful here in the sense that the goals of the vocational curriculum may not include vocabulary improvement. It is encouraging to note that students in the academic curriculum and, to a somewhat lesser extent, the general curriculum show considerable incremental gains over the various dropout status and students in the vocational curriculums. This is true regardless of sex or ethnic group. There is some indication that Blacks tend to lose more by dropping out than do Whites. That is, the differential between in-school Blacks (regardless of the curriculum) and Black dropouts tends to be greater than for the other groups. Similarly, females tend to lose more in terms of unrealized vocabulary gains if they drop out than do their male counterparts. Earlier discussions in the descriptive analysis section of the unadjusted gains pointed out the apparent greater debilitating effect of dropping out on women's achievement scores. Dropouts from Catholic schools also seem to suffer differentially more than their public school counterparts.

2. Gains in Reading as a Function of Curriculum and Dropout Status

Table 9-27 presents the estimated differential gains in reading scores. Similar to the vocabulary results, the reading data suggests that as far as reading gains are concerned, one would appear to do as well dropping out and receiving GED or tutoring help as staying in school and remaining in the vocational program. The reading results (like the vocabulary results) suggest that women in the vocational program do better with respect to gains than do their male counterparts in the vocational program. This is probably because women in the vocational program are selecting different courses (e.g., secretarial and clerical) than their male counterparts.

3. Gains in Mathematics as a Function of Curriculum and Dropout Status

Table 9-28 presents the results of the analysis of mathematics gains by sex and curriculum groups. Not surprising, students in the vocational curriculum do significantly better with respect to gains in mathematics skills when compared to the base-line dropout group. They still lag considerably behind their fellow students in the general and academic program. Students in the vocational program tend to gain about a third to half as much as those in the academic program. Similarly, vocational students tend to gain between one-half to two-thirds as much as the general students in mathematics. Within the Catholic sector, the gap in gains in mathematics between the mixture of general and vocational (mostly consisting of general curriculum students) tends to be somewhat less than the general/academic comparison in the public sector. This might be expected if the general curriculum and the academic curriculum in the Catholic sector had more overlap in mathematical course work than would be typically found in the public sector.

Table 9-27

DIRECT EFFECTS OF EXPLANATORY VARIABLES ON

POSTTEST READING

BY TOTAL GROUP, ETHNIC SUBGROUPS, SCHOOL TYPE, AND SEX

	RAW REGRESSION WEIGHT								STANDARDIZED REGRESSION WEIGHT							
	TOTAL	WHITE	BLACK	MEX+PR	PUB	CATH	MALE	FEMALE	TOTAL	WHITE	BLACK	MEX+PR	PUB	CATH	MALE	FEMALE
PRE READ	0.36*	0.36*	0.34*	0.30*	0.36*	0.38*	0.35*	0.36*	0.33*	0.34*	0.31*	0.27*	0.34*	0.36*	0.33*	0.33*
LOC CN B	0.57*	0.58*	0.48	0.66	0.53*	0.48	0.52*	0.61*	0.04*	0.04*	0.05	0.06	0.04*	0.04	0.04*	0.05*
FAMILY	-0.02	-0.08	0.14	0.03	0.00	-0.27	-0.09	0.05	0.00	-0.01	0.02	0.00	0.00	-0.02	-0.01	0.00
MALE	0.26*	0.26*	0.32	0.28	..29*	0.27			0.03*	0.03*	0.04	0.03	0.03*	0.03		
SES BY	0.04	0.05	0.10	-0.11	0.02	0.02	0.01	0.06	0.01	0.01	0.02	-0.02	0.00	0.00	0.00	0.01
NE+NC+W	-0.10	-0.15	0.02	-0.02	-0.08	-0.43	-0.08	-0.12	-0.01	-0.01	0.00	0.00	-0.01	-0.03	-0.01	-0.01
URB+SUB	0.06	0.03	0.31	0.06	0.06	-0.01	0.19	-0.06	0.01	0.00	0.03	0.01	0.01	0.00	0.02	-0.01
M ED ASP	0.09	0.04	0.11	0.50*	0.08	-0.01	0.04	0.14*	0.02	0.01	0.03	0.13*	0.02	0.00	0.01	0.03*
NON-SCHL	0.11*	0.12*	0.05	0.03	0.10*	0.13	0.13	0.07	0.02*	0.03*	0.02	0.01	0.02*	0.03	0.03	0.02
PAR ROLE	-0.09	-0.10	-0.06	-0.11	-0.11	0.33	-0.12	-0.07	-0.01	-0.01	-0.01	-0.02	-0.01	0.04	-0.01	-0.01
STUDYAID	-0.01	-0.01	-0.07	0.00	-0.01	-0.12	-0.01	-0.01	0.00	0.00	-0.03	0.00	0.00	-0.03	0.00	0.00
WHITE	-0.03				-0.05	-0.11	-0.02	-0.03	0.00				0.00	-0.01	0.00	0.00
MEX+PR	-0.06				-0.06	-0.45	-0.15	0.04	0.00				0.00	-0.02	-0.01	0.00
TRAINED	0.26	0.09	0.35	1.20	0.23		-0.10	0.67	0.01	0.00	0.02	0.05	0.01		0.00	0.02
LATEDROP	-0.08	-0.09	-0.07	-0.42	-0.15	1.88	0.06	-0.27	0.00	0.00	0.00	-0.02	-0.01	0.06	0.00	-0.01
GENERAL	0.28	0.22	0.52	0.43	0.24		0.19	0.38	0.03	0.02	0.06	0.05	0.02		0.07	0.04
ACADEMIC	0.52*	0.47*	0.82	0.04	0.45*	1.45	0.44	0.62*	0.05*	0.04*	0.08	0.00	0.04*	0.15	0.04	0.06*
VOCATION	0.17	0.11	0.26	0.36	0.16		0.06	0.30	0.01	0.01	0.03	0.03	0.01		0.00	0.02
GEN+VOC						1.25								0.13		
PRE VOC	0.20*	0.20*	0.19*	0.21*	0.19*	0.18*	0.21*	0.19*	0.20*	0.20*	0.20*	0.21*	0.20*	0.18*	0.21*	0.20*
PRE MATH	0.05*	0.05*	0.04	0.03	0.05*	0.04	0.05*	0.05*	0.10*	0.10*	0.07	0.06	0.10*	0.08	0.10*	0.10*
PRE SCI	0.13*	0.12*	0.13*	0.17*	0.13*	0.11*	0.13*	0.13*	0.11*	0.10*	0.12*	0.15*	0.12*	0.09*	0.11*	0.11*
PRE WRI	0.09*	0.09*	0.10*	0.12*	0.09*	0.10*	0.09*	0.09*	0.09*	0.09*	0.11*	0.13*	0.09*	0.09*	0.09*	0.09*
GRADES	0.10*	0.12*	0.03	0.04	0.10*	0.21	0.08	0.12*	0.03*	0.04*	0.01	0.01	0.03*	0.07	0.03	0.04*
MULTIPLE R	0.806	0.790	0.768	0.772	0.804	0.774	0.801	0.812								

* VARIABLES WHOSE ASSOCIATED RAW WEIGHTS ARE AT LEAS T FOUR TIMES THEIR STANDARD ERRORS

Table 9-28

DIRECT EFFECTS OF EXPLANATORY VARIABLES ON

POSTTEST MATHEMATICS

BY TOTAL GROUP, ETHNIC SUBGROUPS, SCHOOL TYPE, AND SEX

	RAW REGRESSION WEIGHT								STANDARDIZED REGRESSION WEIGHT							
	TOTAL	WHITE	BLACK	MEX+PR	PUB	CATH	MALE	FEMALE	TOTAL	WHITE	BLACK	MEX+PR	PUB	CATH	MALE	FEMALE
PRE MATH	0.66*	0.66*	0.64*	0.57*	0.66*	0.66*	0.66*	0.66*	0.60*	0.60*	0.54*	0.49*	0.60*	0.60*	0.60*	0.59*
LOC CN R	0.29	0.20	0.35	0.93	0.23	0.37	0.31	0.28	0.01	0.01	0.02	0.04	0.01	0.01	0.01	0.01
FAMILY	0.16	0.11	0.23	0.30	0.14	0.07	0.12	0.21	0.01	0.00	0.01	0.02	0.01	0.00	0.00	0.01
MALE	1.16*	1.23*	0.93*	0.47	1.16*	1.55*			0.05*	0.06*	0.06*	0.03	0.05*	0.08*		
SES BY	0.44*	0.44*	0.37	0.55	0.45*	0.37	0.56*	0.29	0.03*	0.03*	0.03	0.04	0.03*	0.03	0.04*	0.02
NE+NC+W	0.47*	0.57*	0.21	-0.06	0.52*	-0.22	0.58*	0.37	0.02*	0.02*	0.01	0.00	0.02*	-0.01	0.02*	0.02
URB+SUB	0.50*	0.52*	0.76	0.03	0.47*	-0.52	0.64*	0.37	0.02*	0.02*	0.04	0.00	0.02*	-0.02	0.03*	0.02
M ED ASP	0.54*	0.58*	0.21	0.61*	0.52*	0.77*	0.52*	0.56*	0.05*	0.06*	0.03	0.08*	0.05*	0.07*	0.05*	0.05*
NON-SCHL	0.10	0.13	-0.04	0.06	0.10	-0.06	0.05	0.15	0.01	0.01	-0.01	0.01	0.01	-0.01	0.00	0.02
PAR ROLE	-0.16	-0.17	-0.02	0.02	-0.13	0.01	-0.13	-0.18	-0.01	-0.01	0.00	0.00	-0.01	0.00	-0.01	-0.01
STUDYAID	-0.03	-0.01	-0.07	-0.08	-0.06	0.09	-0.08	0.03	0.00	0.00	-0.01	-0.02	-0.01	0.01	-0.01	0.00
WHITE	0.57*				0.51	1.40	0.72	0.38	0.02*				0.02	0.04	0.02	0.01
MEX+PR	-0.39				-0.41	0.13	-0.52	-0.21	-0.01				-0.01	0.00	-0.01	0.00
TRAINED	-0.02	0.38	-0.67	-0.54	-0.02		-0.05	-0.04	0.00	0.00	-0.02	-0.01	0.00		0.00	0.00
LATEDROP	0.17	0.17	-0.11	0.01	0.01	5.04*	0.27	-0.02	0.00	0.00	0.00	0.00	0.00	0.07*	0.01	0.00
GENERAL	1.22*	1.13*	1.13	1.79*	1.07*		1.21*	1.20*	0.05*	0.05*	0.06	0.10*	0.05*		0.05*	0.06*
ACADEMIC	2.50*	2.42*	2.35*	2.45*	2.34*	3.98*	2.56*	2.42*	0.11*	0.11*	0.12*	0.11*	0.10*	0.20*	0.10*	0.11*
VOCATION	0.69*	0.50	0.76	1.34	0.63		0.65	0.69	0.02*	0.02	0.04	0.06	0.02		0.02	0.02
GEN+VOC						3.23*								0.16*		
PRE VOC	0.08*	0.08*	0.09	0.02	0.07*	0.06	0.09*	0.07*	0.04*	0.04*	0.04	0.01	0.03*	0.03	0.04*	0.04*
PRE READ	0.06*	0.04	0.09	0.22*	0.06*	0.05	0.07	0.04	0.02*	0.02	0.04	0.10*	0.03*	0.02	0.03	0.02
PRE SCI	0.17*	0.16*	0.18*	0.25*	0.18*	0.12	0.14*	0.20*	0.07*	0.07*	0.08*	0.12*	0.08*	0.05	0.06*	0.08*
PRE WRI	0.10*	0.09*	0.14*	0.13	0.11*	0.05	0.09*	0.12*	0.05*	0.04*	0.08*	0.07	0.05*	0.02	0.04*	0.05*
GRADES	0.59*	0.64*	0.55*	0.24	0.58*	0.94*	0.59*	0.59*	0.09*	0.10*	0.10*	0.04	0.09*	0.15*	0.08*	0.09*
MULTIPLE R	0.878	0.870	0.824	0.814	0.876	0.857	0.874	0.883								

* VARIABLES WHOSE ASSOCIATED RAW WEIGHTS ARE AT LEAS T FOUR TIMES THEIR STANDARD ERRORS

4. Gains in Science as a Function of Curriculum and Dropout Status

Table 9-29 presents the analyses of gains in science scores. Table 9-29 results suggest that the science test is less sensitive to curriculum differences. This is, of course, consistent with earlier conclusions in the descriptive section of this report.

5. Gains in Writing Skills as a Function of Curriculum and Dropout Status

Table 9-30 presents the analysis of gains in writing skills. Like the science test results, the estimated gains in writing skills also seem to be less sensitive to the curriculum groupings as compared to the other achievement areas. Similar to the results found in the other non-quantitative areas, females in the vocational program show considerably larger gains relative to their baseline group than do males.

The contrast between the baseline group of early dropouts and early dropouts with special training combined with late dropouts tended to be somewhat unstable across groups and achievement areas.

A general summary table was formed which combined late dropouts with trained dropouts. This table presents the average standardized adjusted gains (i.e., in pre-test standard deviation units) across tested achievement areas by the various curriculum subclassifications.

Mean Achievement Gains by School Status and Subgroups

	Subgroups							
Status	Total	White	Black	Hispanic	Pub.	Cath.	Male	Female
Late Drop/and/ or Trained	.01	.02	-.01	-.06	.00	.42	.03	-.03
Vocational Stayer	.08	.07	.10	.11	.07	-	.04	.12
General Stayer	.12	.11	.18	.16	.11	.31	.08	.16
Academic Stayer	.16	.16	.25	.16	.15	.36	.13	.21

The Table summary clearly shows the advantage that general and academic students have over vocational students with respect to average gains across all measured areas. The table also points out the fact that females and, to a lesser extent, Blacks are proportionately bigger losers when they drop out of school.

Table 9-29

DIRECT EFFECTS OF EXPLANATORY VARIABLES ON

POSTTEST SCIENCE

BY TOTAL GROUP, ETHNIC SUBGROUPS, SCHOOL TYPE, AND SEX

	RAW REGRESSION WEIGHT								STANDARDIZED REGRESSION WEIGHT							
	TOTAL	WHITE	BLACK	MEX+PR	PUB	CATH	MALE	FEMALE	TOTAL	WHITE	BLACK	MEX+PR	PUB	CATH	MALE	FEMALE
PRE SCI	0.43*	0.42*	0.45*	0.47*	0.43*	0.39*	0.42*	0.43*	0.42*	0.41*	0.43*	0.44*	0.42*	0.39*	0.42*	0.42*
LOC CN B	0.39*	0.38*	0.31	0.18	0.37*	-0.09	0.47*	0.32*	0.03*	0.03*	0.03	0.02	0.03*	-0.01	0.04*	0.03*
FAMILY	0.00	-0.02	-0.02	0.12	-0.02	-0.09	-0.11	0.09	0.00	0.00	0.00	0.01	0.00	-0.01	-0.01	0.01
MALE	0.93*	0.90*	0.82*	1.35*	0.94*	0.66*			0.10*	0.10*	0.10*	0.16*	0.10*	0.08*		
SES BY	0.11	0.13	0.00	0.27	0.10	0.32	0.17	0.02	0.02	0.02	0.00	0.04	0.01	0.06	0.03	0.00
NE+NC+W	0.27*	0.21*	0.51*	0.54	0.31*	-0.03	0.25	0.28*	0.03*	0.02*	0.06*	0.06	0.03*	0.00	0.02	0.03*
URB+SUB	-0.04	-0.03	-0.15	-0.11	-0.07	-0.16	0.06	-0.13	0.00	0.00	-0.02	-0.01	-0.01	-0.01	0.01	-0.01
M ED ASP	0.11*	0.12*	-0.01	0.18	0.10*	0.20	0.06	0.16*	0.02*	0.03*	0.00	0.05	0.02*	0.04	0.01	0.04*
NON-SCHL	0.08*	0.08	0.05	0.13	0.08	0.09	0.05	0.11*	0.02*	0.02	0.02	0.04	0.02	0.02	0.01	0.03*
PAR ROLE	-0.05	-0.05	-0.05	0.20	-0.04	0.13	-0.04	-0.05	-0.01	-0.01	-0.01	0.03	-0.01	0.02	-0.01	-0.01
STUDYAID	0.03	0.05	0.03	-0.05	0.04	-0.03	0.06	0.01	0.01	0.01	0.01	-0.02	0.01	-0.01	0.02	0.00
WHITE	1.07*				1.02*	1.12*	1.08*	1.08*	0.09*				0.09*	0.09*	0.09*	0.10*
MEX+PR	0.56*				0.56*	0.33	0.75*	0.38	0.03*				0.03*	0.02	0.04*	0.02
TRAINED	0.02	0.45	-1.16	0.20	-0.01		0.09	-0.03	0.00	0.01	-0.06	0.01	0.00		0.00	0.00
LATEDROP	-0.14	-0.10	-0.24	-0.69	-0.27	0.77	0.18	-0.53	-0.01	-0.01	-0.02	-0.04	-0.01	0.03	0.01	-0.03
GENERAL	0.51*	0.56*	0.31	0.27	0.44*		0.42	0.62*	0.05*	0.06*	0.04	0.03	0.05*		0.04	0.07*
ACADEMIC	0.49*	0.54*	0.34	0.13	0.41*	0.96	0.31	0.67*	0.05*	0.06*	0.04	0.01	0.04*	0.12	0.03	0.07*
VOCATION	0.39*	0.48*	-0.01	0.26	0.31		0.42	0.38	0.03*	0.04*	0.00	0.02	0.03		0.03	0.03
GEN+VOC						0.90								0.11		
PRE VOC	0.10*	0.10*	0.11*	0.12*	0.10*	0.11*	0.11*	0.09*	0.12*	0.12*	0.12*	0.12*	0.12*	0.14*	0.13*	0.11*
PRE READ	0.11*	0.11*	0.11*	0.11	0.12*	0.09*	0.11*	0.11*	0.11*	0.12*	0.10*	0.09	0.12*	0.11*	0.11*	0.12*
PRE MATH	0.06*	0.06*	0.07*	0.02	0.06*	0.07*	0.06*	0.05*	0.12*	0.13*	0.12*	0.04	0.12*	0.17*	0.13*	0.11*
PRE WRI	0.01	0.00	0.04	0.08	0.01	-0.01	0.02	0.01	0.01	0.00	0.04	0.08	0.01	-0.02	0.02	0.01
GRADES	0.04	0.05	0.00	0.00	0.04	0.02	-0.02	0.11*	0.01	0.02	0.00	0.00	0.01	0.01	-0.01	0.04*
MULTIPLE R	0.815	0.780	0.776	0.766	0.817	0.766	0.803	0.820								

* VARIABLES WHOSE ASSOCIATED RAW WEIGHTS ARE AT LEAS T FOUR TIMES THEIR STANDARD ERRORS

Table 9-30

DIRECT EFFECTS OF EXPLANATORY VARIABLES ON

POSTTEST WRITING

BY TOTAL GROUP, ETHNIC SUBGROUPS, SCHOOL TYPE, AND SEX

	RAW REGRESSION WEIGHT								STANDARDIZED REGRESSION WEIGHT							
	TOTAL	WHITE	BLACK	MEX+PR	PUB	CATH	MALE	FEMALE	TOTAL	WHITE	BLACK	MEX+PR	PUB	CATH	MALE	FEMALE
PRE WRI	0.37*	0.36*	0.40*	0.28*	0.37*	0.32*	0.34*	0.38*	0.37*	0.37*	0.38*	0.28*	0.37*	0.35*	0.34*	0.39*
LOC CN B	0.50*	0.49*	0.31	0.46	0.46*	0.11	0.41*	0.54*	0.04*	0.04*	0.03	0.04	0.04*	0.01	0.03*	0.05*
FAMILY	0.09	-0.01	0.11	0.65	0.09	-0.19	0.07	0.11	0.01	0.00	0.01	0.06	0.01	-0.02	0.01	0.01
MALE	-1.48*	-1.54*	-1.27*	-1.59*	-1.49*	-1.30*			-0.15*	-0.16*	-0.13*	-0.17*	-0.15*	-0.16*		
SES BY	-0.13	-0.08	0.02	-0.16	-0.15	0.06	-0.06	-0.18	-0.02	-0.01	0.00	-0.02	-0.02	0.01	-0.01	-0.03
NE+NC+W	0.01	0.02	-0.18	0.26	0.04	-0.15	-0.05	0.09	0.00	0.00	-0.02	0.03	0.00	-0.01	0.00	0.01
URB+SUB	0.08	0.06	0.16	0.23	0.04	-0.20	0.25	-0.11	0.01	0.01	0.01	0.02	0.00	-0.02	0.02	-0.01
M ED ASP	0.20*	0.18*	0.23	0.46*	0.20*	0.21	0.18*	0.20*	0.04*	0.04*	0.05	0.11*	0.04*	0.05	0.04*	0.04*
NON-SCHL	0.05	0.02	0.07	0.05	0.06	-0.12	0.00	0.10	0.01	0.01	0.02	0.01	0.01	-0.03	0.00	0.03
PAR ROLE	-0.14	-0.07	-0.32	-0.27	-0.15	0.17	-0.05	-0.23*	-0.02	-0.01	-0.04	-0.03	-0.02	0.02	-0.01	-0.03*
STUDYAID	0.13*	0.12*	0.09	0.08	0.11*	0.08	0.11	0.13*	0.03*	0.03*	0.03	0.02	0.03*	0.02	0.03	0.04*
WHITE	0.66*				0.61*	0.83	0.38	0.98*	0.05*				0.05*	0.06	0.03	0.08*
MEX+PR	0.40				0.39	-0.05	0.37	0.51	0.02				0.02	0.00	0.02	0.02
TRAINED	0.23	0.58	-0.08	-0.56	0.24		0.28	0.12	0.01	0.02	0.00	-0.02	0.01		0.01	0.00
LATEDROP	0.12	0.27	-0.17	-1.14	0.06	1.22	0.28	-0.23	0.01	0.01	-0.01	-0.06	0.00	0.04	0.01	-0.01
GENERAL	0.87*	0.83*	1.07	0.65	0.89*		0.49	1.25*	0.08*	0.08*	0.10	0.07	0.08*		0.05	0.13*
ACADEMIC	0.95*	0.88*	1.29*	0.87	0.92*	0.45	0.60	1.34*	0.09*	0.09*	0.11*	0.07	0.08*	0.06	0.05	0.14*
VOCATION	0.69*	0.64*	0.83	0.50	0.72*		0.11	1.28*	0.05*	0.05*	0.07	0.04	0.05*		0.01	0.10*
GEN+VOC						0.15								0.02		
PRE VOC	0.12*	0.12*	0.08	0.16*	0.11*	0.09*	0.13*	0.10*	0.12*	0.12*	0.08	0.15*	0.12*	0.11*	0.13*	0.12*
PRE READ	0.08*	0.07*	0.14*	0.13*	0.09*	0.07	0.10*	0.06*	0.08*	0.07*	0.11*	0.11*	0.08*	0.08	0.09*	0.07*
PRE MATH	0.07*	0.07*	0.07*	0.07*	0.07*	0.07*	0.08*	0.06*	0.13*	0.14*	0.10*	0.11*	0.13*	0.16*	0.16*	0.11*
PRE SCI	0.04*	0.04	0.09	0.09	0.05*	-0.01	0.05*	0.03	0.04*	0.03	0.07	0.07	0.05*	-0.01	0.05*	0.03
GRADES	0.18*	0.21*	0.14	0.11	0.19*	0.20	0.19*	0.18*	0.06*	0.07*	0.04	0.04	0.06*	0.08	0.06*	0.06*
MULTIPLE R	0.796	0.780	0.753	0.754	0.795	0.734	0.777	0.796								

* VARIABLES WHOSE ASSOCIATED RAW WEIGHTS ARE AT LEAS T FOUR TIMES THEIR STANDARD ERRORS

6. Gains in Educational and Occupational Aspirations

Table 9-31 presents the results of the analysis of gains in educational aspirations from the sophomore to senior years. Inspection of the significant regression weights suggests that Blacks were much more likely to adjust their educational aspirations upward than were Whites or Hispanics. Base year SES, mothers' aspirations for the child's education, parental role, and non-school-related learning all had positive effects on the upward adjustment of the students' educational aspirations. Being in the academic or general curriculum (as opposed to dropping out) was also positively and significantly related to positive changes in educational aspirations. It is also interesting to note that among the tested sophomore skills only mathematics and writing were related to gains in educational aspirations.

Table 9-32 presents the results of the analysis of gains in occupational aspirations from the sophomore to the senior years.

Table 9-32 indicates that the significant demographic variables that are related to upward changes in occupational aspirations are:

- Blacks - Blacks are more likely to shift their occupational aspirations upward than are Whites.
- Females - females are more likely to shift their occupational aspirations upward from the sophomore to the senior years than are males.
- Community type - males from urban and suburban communities are much more likely than females from similar communities to shift their occupational aspirations upward.
- SES - higher SES individuals were more likely to shift their occupational aspirations upward (with the exception of Blacks).

The only family educational support variable that was consistent (across all subgroups) related to upward shifts in occupational aspirations was mother's educational aspirations for her child.

When in-school students are compared with early dropouts, all curriculum groups were more likely to shift aspirations upward than were the dropouts. The greater gains being among the academic students followed by the general and finally the vocational students. However, in-school Catholic school students are no more likely to shift their aspirations upward than are their dropout counterparts. There is also a less strong relationship for females between staying in school versus dropping out and gains in occupational aspirations. It is possible that the females are more likely than males to lock into their career goals early in life.

Table 9-31

DIRECT EFFECTS OF EXPLANATORY VARIABLES ON

FOLLOWUP EDUCATIONAL ASPIRATIONS

BY TOTAL GROUP, ETHNIC SUBGROUPS, SCHOOL TYPE, AND SEX

	RAW REGRESSION WEIGHT								STANDARDIZED REGRESSION WEIGHT							
	TOTAL	WHITE	BLACK	MEX+PR	PUB	CATH	MALE	FEMALE	TOTAL	WHITE	BLACK	MEX+PR	PUB	CATH	MALE	FEMALE
ED ASP B	0.31*	0.33*	0.23*	0.23*	0.31*	0.36*	0.30*	0.32*	0.32*	0.34*	0.25*	0.24*	0.32*	0.37*	0.30*	0.33*
LOC CN B	0.00	0.00	0.01	0.02	0.01	0.03	-0.05	0.06	0.00	0.00	0.00	0.01	0.00	0.01	-0.02	0.02
PRE VOC	0.01*	0.01*	0.00	0.02	0.01*	0.00	0.01	0.01*	0.04*	0.04*	-0.01	0.08	0.04*	-0.01	0.04	0.05*
FAMILY	-0.03	-0.06	0.09	-0.06	-0.02	-0.03	-0.03	-0.02	-0.01	-0.02	0.04	-0.03	-0.01	-0.01	-0.01	-0.01
MALE	0.02	0.05	-0.16*	-0.11	0.01	0.09			0.01	0.02	-0.08*	-0.05	0.00	0.05		
SES BY	0.18*	0.18*	0.15*	0.09	0.17*	0.13*	0.19*	0.16*	0.12*	0.12*	0.10*	0.06	0.11*	0.09*	0.13*	0.11*
NE+NC+W	-0.01	-0.02	0.09	0.00	-0.01	-0.07	0.00	-0.02	0.00	-0.01	0.04	0.00	0.00	-0.03	0.00	-0.01
URB+SUB	0.08*	0.06*	0.11	0.10	0.07*	0.02	0.09*	0.06	0.03*	0.03*	0.05	0.04	0.03*	0.01	0.04*	0.03
M ED ASP	0.10*	0.10*	0.08*	0.14*	0.10*	0.06	0.11*	0.09*	0.10*	0.09*	0.08*	0.15*	0.10*	0.05	0.11*	0.08*
NON-SCHL	0.05*	0.05*	0.05	0.05	0.05*	0.05	0.04*	0.05*	0.05*	0.05*	0.06	0.06	0.05*	0.05	0.04*	0.06*
PAR ROLE	0.05*	0.04	0.09	0.09	0.07*	-0.06	0.05	0.06*	0.03*	0.02	0.05	0.05	0.04*	-0.04	0.03	0.03*
STUDYAID	-0.01	-0.01	0.01	0.00	-0.01	0.05	-0.01	0.00	-0.01	-0.01	0.01	-0.01	-0.01	0.05	-0.02	0.00
WHITE	-0.31*				-0.32*	-0.37*	-0.22*	-0.40*	-0.11*				-0.12*	-0.11*	-0.08*	-0.15*
MEX+PR	-0.24*				-0.26*	-0.21	-0.23*	-0.25*	-0.05*				-0.06*	-0.05	-0.05*	-0.05*
TRAINED	0.13	0.06	0.25	0.57*	0.14		0.07	0.22	0.02	0.01	0.05	0.10*	0.02		0.01	0.03
LATEDROP	-0.13*	-0.19*	0.10	0.08	-0.12	-1.01*	-0.15	-0.10	-0.03*	-0.04*	0.03	0.02	-0.03	-0.14*	-0.04	-0.02
GENERAL	0.13*	0.07	0.35*	0.39*	0.14*		0.08	0.18*	0.06*	0.03	0.16*	0.18*	0.06*		0.03	0.08*
ACADEMIC	0.27*	0.20*	0.51*	0.51*	0.27*	0.11	0.25*	0.29*	0.12*	0.09*	0.21*	0.19*	0.11*	0.05	0.11*	0.13*
VOCATION	0.01	-0.06	0.26	0.29*	0.02		-0.01	0.03	0.00	-0.02	0.11	0.11*	0.01		0.00	0.01
GEN+VOC						-0.01								-0.01		
PRE READ	0.01	0.00	0.01	0.00	0.00	0.02	0.00	0.01	0.02	0.02	0.05	0.00	0.02	0.08	0.02	0.03
PRE MATH	0.01*	0.01*	0.00	0.00	0.01*	0.00	0.01*	0.01*	0.07*	0.08*	0.01	-0.01	0.08*	0.04	0.07*	0.06*
PRE SCI	0.00	0.00	0.01	0.02	0.01	0.00	0.01	0.01	0.02	0.01	0.05	0.08	0.03	0.00	0.02	0.02
PRE WRI	0.01*	0.01*	0.02	0.02	0.01*	0.01	0.01*	0.01	0.05*	0.04*	0.07	0.10	0.04*	0.05	0.06*	0.03
GRADES	0.07*	0.07*	0.06*	0.10*	0.07*	0.08*	0.08*	0.05*	0.10*	0.10*	0.09*	0.15*	0.10*	0.13*	0.13*	0.07*
MULTIPLE R	0.717	0.730	0.627	0.704	0.710	0.695	0.725	0.710								

* VARIABLES WHOSE ASSOCIATED RAW WEIGHTS ARE AT LEAS T FOUR TIMES THEIR STANDARD ERRORS

Table 9-32

DIRECT EFFECTS OF EXPLANATORY VARIABLES ON FOLLOWUP OCCUPATIONAL ASPIRATIONS BY TOTAL GROUP, ETHNIC SUBGROUPS, SCHOOL TYPE, AND SEX

	RAW REGRESSION WEIGHT								STANDARDIZED REGRESSION WEIGHT							
	TOTAL	WHITE	BLACK	MEX+PR	PUB	CATH	MALE	FEMALE	TOTAL	WHITE	BLACK	MEX+PR	PUB	CATH	MALE	FEMALE
OCC 30 B	0.25*	0.25*	0.19*	0.27*	0.24*	0.25*	0.28*	0.20*	0.26*	0.27*	0.20*	0.28*	0.26*	0.29*	0.29*	0.22*
LOC CN B	0.12	0.06	0.22	0.65	0.12	0.00	0.06	0.22	0.01	0.01	0.03	0.08	0.02	0.00	0.01	0.03
PRE VOC	0.04*	0.04*	0.00	0.07	0.04*	0.00	0.05*	0.03	0.06*	0.07*	0.00	0.09	0.06*	0.00	0.08*	0.06
FAMILY	-0.19	-0.23	0.04	-0.52	-0.18	-0.39	-0.19	-0.13	-0.02	-0.03	0.01	-0.07	-0.02	-0.05	-0.02	-0.02
MALE	-0.67*	-0.64*	-0.62*	-1.15*	-0.71*	-0.15			-0.11*	-0.10*	-0.10*	-0.18*	-0.11*	-0.03		
SES BY	0.20*	0.24*	-0.14	0.31	0.18*	0.38*	0.25*	0.15	0.05*	0.05*	-0.03	0.06	0.04*	0.10*	0.05*	0.04
NE+NC+W	0.06	0.02	0.17	0.14	0.02	0.14	0.10	-0.06	0.01	0.00	0.03	0.02	0.00	0.02	0.01	-0.01
URB+SUB	0.25*	0.22*	0.38	0.32	0.25*	0.07	0.39*	0.03	0.04*	0.03*	0.05	0.04	0.04*	0.01	0.06*	0.01
M ED ASP	0.34*	0.35*	0.34*	0.17	0.35*	0.22	0.34*	0.29*	0.11*	0.11*	0.12*	0.06	0.11*	0.08	0.11*	0.10*
NON-SCHL	0.06	0.06	0.05	0.12	0.07	0.01	0.07	0.09	0.02	0.02	0.02	0.04	0.03	0.00	0.02	0.04
PAR RULE	0.04	-0.01	0.18	0.29	0.03	0.26	0.13	-0.08	0.01	0.00	0.04	0.05	0.00	0.06	0.02	-0.02
STUDYAID	0.02	0.02	0.13	-0.17	0.02	-0.16	-0.01	0.05	0.01	0.01	0.07	-0.08	0.01	-0.07	-0.01	0.02
WHITE	-0.78*				-0.79*	-0.61	-0.91*	-0.50*	-0.10*				-0.10*	-0.08	-0.11*	-0.07*
MEX+PR	-0.35				-0.36	-0.21	-0.63*	0.00	-0.02				-0.03	-0.02	-0.04*	0.00
TRAINED	0.03	-0.30	0.88	0.32	0.09		0.04	0.10	0.00	-0.01	0.06	0.02	0.00		0.00	0.00
LATEDROP	0.19	0.14	0.71	0.19	0.24	-0.65	0.31	0.02	0.01	0.01	0.07	0.01	0.02	-0.04	0.02	0.00
GENERAL	0.49*	0.45*	1.02*	0.42	0.52*		0.73*	0.20	0.08*	0.07*	0.16*	0.06	0.08*		0.11*	0.04
ACADEMIC	0.82*	0.82*	1.09*	0.73	0.87*	-0.08	1.09*	0.56*	0.12*	0.12*	0.16*	0.09	0.12*	-0.02	0.15*	0.10*
VOCATION	0.24	0.19	0.84	0.03	0.30		0.33	0.16	0.03	0.02	0.12	0.00	0.04		0.04	0.02
GEN+VOC						-0.22								-0.04		
PRE READ	0.01	0.01	0.05	-0.06	0.01	0.02	0.01	0.01	0.01	0.01	0.06	-0.07	0.01	0.04	0.01	0.02
PRE MATH	0.03*	0.03*	0.02	0.03	0.03*	0.02	0.03*	0.03*	0.08*	0.08*	0.05	0.07	0.08*	0.07	0.08*	0.09*
PRE SCI	-0.01	-0.01	0.02	-0.01	0.00	0.04	-0.02	0.01	-0.01	-0.01	0.03	-0.01	-0.01	0.06	-0.02	0.02
PRE WRI	0.02	0.02	0.02	0.05	0.02	0.00	0.04*	-0.02	0.04	0.03	0.04	0.08	0.04	0.00	0.07*	-0.04
GRADES	0.12*	0.14*	0.00	0.13	0.12*	0.15	0.15*	0.07	0.06*	0.07*	0.00	0.06	0.06*	0.09	0.07*	0.04
MULTIPLE R	0.575	0.592	0.468	0.573	0.571	0.519	0.621	0.450								

* VARIABLES WHOSE ASSOCIATED RAW WEIGHTS ARE AT LEAS T FOUR TIMES THEIR STANDARD ERRORS

Chapter 10

A FURTHER ANALYSIS OF THE EFFECTS OF DROPPING OUT ON ACHIEVEMENT GAINS

A. INTRODUCTION

The following analysis of data from the High School and Beyond sample (Jones, et al., 1983) attempts to estimate the effect that dropping out of high school has on the subsequent academic achievement of students in the United States who typically drop out. Unlike Chapter 9 this analysis is devoted entirely to contrasting the tested achievement gains of those who stayed in school with those who dropped out. This chapter used somewhat different methodology in contrasting the gains of dropouts with school stayers. In Chapter 9, analysis of covariance was used to control for pre-existing differences between school stayers and dropouts. The analysis carried out here uses both matching and covariance procedures in estimating the differential achievement gains. There are, of course, tradeoffs in using one or the other of these two procedures. The present analysis must work with a smaller sample size because of the nature of the matching procedure. While the statistical matching in Chapter 9 uses a larger sample size and, as a result, may be used to investigate the impact of dropping out on subgroups, it also has the potential for yielding less precise estimates of the effects. Fortunately, both methods yielded similar results.

The methodological goals of this analysis include the following:

- To compare each dropout with a matched student from the same school,
    - (i) controlling systematic differences between schools and school districts that may differentially affect dropouts and others, since dropouts are more prevalent in some schools than in others,
    - (ii) addressing, under a simple model, the two-stage sampling employed in the High School and Beyond survey,
    - (iii) reducing the dropout-vs-other difference in observed covariates, thereby increasing the robustness of subsequent model-based adjustments.
- To use covariance adjustment within matched pairs to control biases due to imbalances in observed covariates that remain after matching.

B. THE SAMPLE: A TWO-STAGE SAMPLE OF U.S. HIGH SCHOOL SOPHOMORES, WITH FOLLOW-UP

The High School and Beyond sample, described in detail by Jones, et al. (1983) contains a stratified two-stage sample of high school sophomores in the United States in 1980, and follow-up of these sophomores in their senior year, 1982. High schools were stratified on the basis of school type and geographic characteristics, with some disproportionate over-sampling of strata containing types of schools deemed especially interesting. A simple random sample of 36 sophomores was selected within each school. Eighty-four percent of selected sophomores completed a questionnaire describing their perceptions of themselves and their education, and 77 percent completed an exam covering vocabulary, reading, math, science, and writing.

If still enrolled in the same school, the same students were surveyed and tested again two years later, with some losses of schools due to school closings, school mergings, etc. Forty of the original 1,015 sampled schools dropped out; of those students remaining, 96 percent are reported to have been resurveyed. Of those students no longer enrolled, a sample of 2,601 dropouts was selected, among whom 88 percent responded to a follow-up questionnaire and 78 percent responded to a follow-up exam, after being offered $5 for completing the questionnaire and $10 for completing the exam. There is additional non-response, of varying degree, to specific items on the questionnaire: for example, of the 2,289 dropouts who appear to have responded to the questionnaire, 2,022 (or 88 percent) responded to a question concerning number of siblings, whereas 1,379 (or 60 percent) responded to a question about father's education.

C. COMPARISON OF DROPOUTS AND STAYERS IN THEIR SOPHOMORE YEAR (BEFORE EVENTUAL DROPOUTS LEFT SCHOOL)

Figure 10-1 is a stem and leaf display of 227 conventional two-sample t-statistics comparing dropouts with students who remained in school for 227 continuous, ordered or dichotomous baseline variables; that is for 227 variables measured in the sophomore year while the eventual dropouts were still in school. These t-statistics are used as an informal and familiar measure, rather than as an aid to formal hypothesis testing, since such testing would require allowance for the cluster sampling. Table 10-1 examines the variables with the largest t-statistics in greater detail. As one might expect, the students who eventually dropped out, who were somewhat older than the students who remained in school, reported greater problems with attendance, lower grades and less ambitious plans for education after high school. It is interesting to note, however, that, although eventual dropouts were more likely than stayers to have doubts about completing high school, the vast majority of students who eventually dropped out said in their sophomore year that they expected to graduate (EXP GRAD in Table 10-1). Other variables with large t-statistics in Figure 10-1 but not listed in Table 10-2 indicated that dropouts more often reported:

a) lower socioeconomic status,

b) having changed school since fifth grade,

c) having been suspended from class,

d) having cut classes,

e) more frequent dating,

f) spending less time on homework,

g) having frequently been late for school,

h) having disciplinary problems,

i) being non-White.

D. CONSTRUCTION OF A MATCHED SUBSAMPLE WITHIN EACH SCHOOL

1. Advantages of Matching: Robustness; Control of School Factors; Elimination of the Between-School Component of Variation

Each dropout with sufficiently complete sophomore-year data was matched with a student from the same high-school who remained in school. The matching was based on a matching index resembling an estimated propensity score (e.g., Rosenbaum and Rubin 1985a), and is described in detail in the above reference. The matching is followed by covariance adjustment of matched pair differences. The use of matched subsampling was motivated by the following considerations.

a. Robustness to Mis-Specification of an Analysis of Covariance Model. In conducting simulation studies, Rubin (1973b, 1979) has found that covariance adjustment of matched pair differences is a more robust method of estimating a treatment effect than covariance adjustment of unmatched random samples, in the sense that the former method is less dependent on the linear model assumptions yielding relatively good estimates when the regressions are actually nonlinear but are modelled as linear. Indeed, in some of Rubin's more extreme examples, covariance adjustment of unmatched responses actually increases the bias above what would be obtained without adjustments of any kind, whereas, in his examples, covariance adjustment of matched pairs in each case decreases bias. The intuition here is that, in observational studies, unmatched treated and control groups often differ substantially on the pretreatment variables x for which adjustments will be made, so that information on the relationship between the response and among controls in the region of the x-space containing few treated units may provide little useful information about the relevant x-region containing many treated units. Moreover, if the model is mis-specified, data from the x-region containing few treated units can actually be misleading. A linear approximation to a nonlinear regression may be acceptable in the narrow relevant portion of the x-space, but a linear approximation over the whole x-space may be poor. In the current context, information on the most able students may be of limited value in estimating the effect that dropping out has on students who do so.

b. The High School as a Covariate. Each dropout was matched to a student from his or her own high school who remained in school. This procedure controls all observed and unobserved pretreatment variables that are constant for all students within a school (e.g., average per-pupil expenditures) and, moreover, provides good control for geographic variables (e.g., urban vs. suburban vs. rural residence.)

2. Matching within Schools

Matching within schools was based on a matching index analogous to the propensity score (Rosenbaum and Rubin 1983a, 1984, 1985a). The index was computed from the five sophomore-year test scores and 28 other pretreatment variables with the largest dropout-vs.-stayer t-statistics: the index is an estimate of the conditional probability of dropping out given these 32 sophomore-year predictors. The weights used in the index were estimated from the 14,268 stayers and 924 dropouts with complete data on the 32 variables. The index was then computed for all 21,864 stayers and 2,166 droupouts who were missing fewer than 10 of these 32 sophomore-year variables, with missing data replaced by the stayer mean for stayers and the dropout mean for dropouts. The distribution of the resulting index is given in Table 10-2. Note that only 2 percent of the stayers have index values about .3, whereas 29 percent of the dropouts have index values above .3--the distributions are quite different. Still, since there are 21,864 stayers, there are 521 stayers with index values above .3, so many of the 628 dropouts with index values above .3 can be matched with stayers also having index values above .3. For substantially higher values of the index, the absolute number of stayers is inadequate. As a result, matching alone can reduce, but cannot completely control, bias in the index.

Although this matching index closely resembles a propensity score, strictly speaking, the propensity score would condition on both the 32 variables and the 1,015 binary variables indicating the high school a student attends. Nonetheless, as will now be seen, matching within schools on this index does reduce the dropout-vs.-stayer imbalance in pretreatment variables.

Dropouts were matched sequentially: (a) the first dropout in a school was matched with the stayer in the same school who had the nearest value on the matching index; (b) that pair was removed from the lists of available students; (c) the process was repeated for the next available dropout and the remaining available stayers. This process is nearest available matching (Rubin 1973a) applied within schools.

3. Effect of Matching: Substantial Reductions in Bias with Substantial Bias Remaining

Before matching, the mean value of the matching index was .247 for dropouts and .064 for stayers. For matched stayers, the mean value of the index was .181, so the percent reduction in bias in this index was

$$100\left[\frac{.247-.181}{.247-.064}\right] = 64\% \ ;$$

i.e., the matched groups are far more similar than the unmatched groups, but substantial differences remain. Tables 10-3 and 10-4 show the impact of matching on the five test scores and the seven other variables with the largest baseline t-statistics: for each of these variables, there is, again, a substantial reduction in bias, but substantial differences remain. Further analytical adjustments are clearly required.

E. APPLYING COVARIANCE ADJUSTMENT TO MATCHED PAIR DIFFERENCE

1. The Effect of Dropping Out

In principle, each student has two potential test scores: the score R^1 that would be observed if the student dropped out, and the score R^0 that would be observed if the student remained in school. The effect dropping out has on this student is a comparison of the two potential responses for this student, such as R^1-R^0. This is the traditional definition of a treatment effect that is used in the literature on experimental design (e.g., Fisher, 1935; Kempthorne, 1952; Cox, 1958; Scheffe, 1959) and has been applied to observational studies by Rubin (1974, 1977, 1978), Hamilton (1979), Holland and Rubin (1983), Rosenbaum and Rubin (1983a,b, 1985b) and Rosenbaum (1984a,b,c,).

Let Z indicate whether or not a student actually drops out: $Z = 1$ if the student drops out, and $Z = 0$ if the student remains in school. We observe R^1 only for students who actually drop out, that is students with $Z = 1$; similarly R^0 is observed only for students who remain in school ($Z = 0$). We wish to estimate the average effect that dropping out has on students who drop out (i.e., on students with $Z = 1$), that is $E(R^1-R^0|Z = 1)$ (see Rosenbaum and Rubin (1985b) for related discussion).

2. A Linear Model with Additive School Parameters

The essence of this model is that we may estimate gain by differencing the responses of the dropout and the stayer within each matched pair and linearly regressing those differences on the within-pair differences on covariate values. Rubin (1973b, 1979) has studied this procedure using simulation and has found it to be robust against violations of the linear model.

3. Results of Applying Covariance Adjustment to Matched Pair Differences

Table 10-5 summarizes the estimated losses due to dropping out for each exam score in 1982, Table 10-5 contains estimates of gain from two regressions, labeled "short" and "long." The estimate labeled "short" is based on 1,034 matched pairs with complete data on a short list of 13 covariates (X); the estimate labeled "long" is based on 609 matched pairs with complete data on a longer list of 24 covariates, including the 13 covariates on the short list. In other words, the "short" estimate is based on a larger and more representative group of dropouts than the "long" estimate, but it provides poorer control for some sophomore-year differences. We would hope these two estimates would be fairly similar, and to a considerable extent, they are.

Also reported in Table 10-5 are the estimates of gain obtained by deleting from the regression the matched pair yielding the largest Cook's (1977) distance. Again, this change has only a slight effect on the estimate of loss.

For all five exams, the estimate of gain is negative, suggesting, as one would anticipate, that dropping out has a detrimental effect. The largest decline is in mathematics. The estimates based on this analysis are similar to those given in Chapter 9 which, in turn, were based on somewhat different group contrasts.

Figure 10-1

STEM AND LEAF DISPLAY OF ABSOLUTE t-STATISTICS COMPARING DROPOUTS WITH OTHERS FOR 227 CONTINUOUS OR DICHOTOMOUS BASELINE COVARIATES

```
                                                            Depth

0*  | 0000000000000111111111                                  22
0T  | 2222222222233333333333                                  44
0F  | 44444444444444444555555555555555555                     79
0S  | 66666666666666667777777                                102
0   | 88888888888888999999999999                             (26)
1*  | 00000001111111                                          99
1T  | 2222223333333333                                        85
1F  | 44444444444555555                                       69
1S  | 6666667777777                                           52
1   | 8888899                                                 39
2*  | 011111                                                  32
2T  | 22223333                                                26
2F  | 4455                                                    18
2S  | 677                                                     14
2   | 8899                                                    11
3*  | 0                                                        7
3T  | 2                                                        6
3F  | 5                                                        5
3S  | 6                                                        4
3   |
4*  |
4T  | 3                                                        3
4F  | 4                                                        2
4S  | 7                                                        1
4   |
```

	Depth	t-Statistics		Ranges
Median	114	8		
Quartiles	57.5	4	14	10
Extremes	1	0	47	47

Table 10-1

COVARIATES WITH THE LARGEST BASELINE t-STATISTICS COMPARING DROPOUTS (DR) AND OTHERS (OT)

Variable	Description		Mean	Standard Deviation	Standardized Difference*	t-Statistic
NOT ILL	Days absent but not ill. 0 = 0; 6 = 21+	DR	2.4	1.7	88	47.7
		OT	1.1	1.2		
EXP GRAD	Expects to graduate from high school. 1 = No; 4 = Yes	DR	3.64	.70	-.59	-44.4
		OT	3.95	.26		
GRADES	Grades so far in high school 1 = Below D; 8 = Mostly A	DR	4.1	1.6	-.92	-43.2
		OT	5.5	1.5		
ED ASPIR	Educational aspirations. 1-Less than High School Degree; 5-Graduate Degree	DR	2.6	1.0	-.82	-36.3
		OT	3.4	1.1		
AGE		DR	16.0	.9	.67	35.5
		OT	15.5	.6		
PLAN COL	Plans to go to college. 0-NO; 4-YES, Right after High School	DR	1.6	1.5	-.84	-32.1
		OT	2.8	1.5		
COL ABIL	Have ability to complete college. 1=definitely not; 5-definitely	DR	3.3	1.2	-.63	-30.6
		OT	4.0	1.0		

Figure 10-2

Cumulative Distribution of the Matching Index for Droputs and Stayers

Index Value	Dropouts	Stayers
1	14%	72%
2	44	92
3	71	98
4	86	99
5	93	100-
6	96	100-
7	98	100-
8	100-	100-
9	100-	100-
Sample Size	2166	21864
Mean	.247	.064
Standard Deviation	.155	.094

Standardized Difference = 1.43

Table 10-3

IMBALANCE AFTER MATCHING FOR VARIABLES
WITH THE LARGEST BASELINE DIFFERENCES

Variable	(Other Mean)	(Dropout Mean)	(Matched Control Mean)	Percent Reduction in Bias	Standardized Difference*	t-Statistic
NOT ILL	1.1	2.4	2.0	68	.28	8.3
EXP GRAD	4.0	3.6	3.8	45	-.31	-9.1
GRADES	5.5	4.1	4.6	71	-.26	-8.5
ED ASPIR	3.4	2.6	2.8	69	-.25	-8.2
AGE	15.5	16.0	15.8	65	.23	6.8
PLAN COL	2.8	1.6	1.9	72	-.21	-6.4
COL ABIL	4.0	3.6	3.6	67	-.21	-6.3

Table 10-4

BASELINE IRT SCORES BEFORE AND AFTER MATCHING
(DR = Dropouts; OT = All Others; MC = Matched Controls)

Score	Group	Mean	Standard Deviation	Standardized Difference	t-Statistic	% Reduction in Bias
VOCABULARY	DR	5.3	4.6			
	OT	8.9	5.3	-.74	30.0	
	MC	6.2	4.7	-.18	4.6	75
READING	DR	4.0	3.9			
	OT	7.1	4.8	-.69	27.5	
	MC	4.9	4.1	-.19	5.1	73
MATHEMATICS	DR	5.6	7.2			
	OT	13.3	9.9	-.89	34.0	
	MC	7.5	7.8	-.22	6.5	76
SCIENCE	DR	6.2	4.2			
	OT	9.1	4.5	-.65	27.0	
	MC	6.9	4.2	-.15	4.6	77
WRITING	DR	5.1	4.8			
	OT	8.8	5.0	-.76	31.2	
	MC	6.1	4.8	-.20	4.7	74

Table 10-5

ESTIMATE OF THE EFFECT THAT DROPPING OUT HAS ON SENIOR YEAR IRT TEST SCORES

All Complete Observations

Exam	Covariates	R^2	Estimated Loss	Standard Error	t-Statistic	Estimated Loss after Deleting the Case with the Largest Cook's Distance
Vocabulary	Short	.57	-.42	.15	-2.7	-.43
	Long	.59	-.53	.21	-2.6	-.57
Reading	Short	.51	-.42	.14	-3.0	-.44
	Long	.51	-.38	.19	-2.0	-.34
Math	Short	.53	-1.18	.24	-4.8	-1.13
	Long	.55	-1.12	.33	-3.4	-1.12
Science	Short	.48	-.38	.14	-2.6	-.39
	Long	.51	-.38	.18	-2.0	-.41
Writing	Short	.48	-.44	.17	-2.6	-.45
	Long	.49	-.61	.23	-2.6	-.57

Chapter 11

SCHOOL LEVEL ANALYSIS

A. INTRODUCTION

This chapter describes the results of a school level analysis. The analytical approach used in this chapter is driven by two primary questions: (1) What are the school processes that explain between-school variation in achievement gains? and, (2) Do members of different social classes and/or ethnic groups have equal access to these school processes?

The school sample consisted of 807 schools with ten or more students who have pre- and post-test scores on any one of five achievement tests. The analysis is restricted to public and Catholic schools. The data consist of two types of variables--school descriptors that are aggregates of individual level scores, and school descriptors that reflect responses to the school level questionnaire. The variables are classified into ten blocks. Each block, in turn, consists of a set of school descriptors that are logically and internally consistent. The blocks are as follows:

- School Level Demographics: Percentage of student body that is White, percentage that is female, average age of base-year students, base-year school mean SES, percentage of respondents in a school who report that their mothers worked full-time while they were in high school, percentage of students that report that they are living in their home with both parents, school size, public versus Catholic school, percentage of students who report that they intend going to college, percentage of students that need remedial help, and percentage of students who enter the tenth grade but do not graduate ("1" less than 10 percent, "0" otherwise).

- Home Educational Support System: Number of study aids in the home, mother's educational aspirations for the child, number of non-school related learning experiences, student's report of the extent of parents' role in their education, whether or not parents monitor their school work and activities, whether or not parents have plans for the student after high school, and the extent of parents' involvement in school organizations.

- Non-School Student Behaviors: Hours worked last week for pay, amount of TV watching, amount of outside reading, frequency of reading the newspaper, and amount of participation in other social activities.

- Student Values and Attitudes: Occupational aspirations at age 30, locus of control from base year, self-esteem from base year, whether one likes to work hard in school, and whether one finds studying mathematics and/or English interesting.

- Student School Behaviors: Hours spent on homework, number of non-remedial courses in mathematics, science and foreign languages, participation in academic activities (e.g., debating, drama, honorary clubs), and mean rate of student absenteeism.

- Student Ratings of School Quality: Ratings of the physical plant, ratings of teacher quality, ratings of the quality of academic instruction, and ratings of the school's reputation in the community.

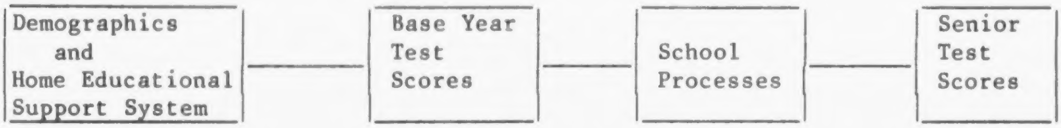
- Staff Characteristics: Percentage of staff with master's or Ph.D. degrees ("0" if less than 50 percent and "1" otherwise), and percent of teachers leaving since last year ("1" if less than 20 percent, otherwise "0").

- Academic Emphasis: Number of advanced course offerings, percentage of students in the academic program, number of required courses for college preparation in mathematics, science and foreign languages, and the availability of remediation.

- School Resources: Cost per student, number of teachers per 100 students, and length of the school year in terms of hours of instruction.

- School Climate: Severity of parents' lack of interest in student's progress ("1" serious, "4" no problem), severity of teacher absenteeism ("1" serious, "4" no problem), amount of disciplinary problems (reversed scale of students talking back, etc.), number of school rules that are enforced, and percent of teachers that are strict.

Although there are ten rational clusters of variables, the first four clusters along with base-year test scores can be considered school inputs. That is, school demographics, the home educational support system, non-school learning activities, and student attitudes and values are not under the control of the school system. These four blocks, along with base-year test scores, provide a baseline against which increments in explained between-school variance due to the separate school blocks can be evaluated. The logic for the causal ordering follows that of the models presented in Chapter 9. Because of the many available school input and process variables and the fact that it is difficult to be confident about the causal ordering among the process variables, the primary analysis model will be a hierarchical regression rather than a path analysis. The logic underlying the ordering of the blocks in the hierarchical regression is depicted in the following schematic:



This school level hierarchical analysis differs from the path analysis, as carried out at the individual level, in one other way. The difference is in how gains are operationally defined. For ease of interpretation, we have chosen to use the raw differences between post-test and pre-test scores as the final outcome while controlling for the pre-test score. The results will only differ by a scale factor from the more typical analysis that uses post-test as the final outcome and simply controls for the pre-tests. This latter approach was used in the individual level path analysis models in Chapter 9. We have gone to the pre-test-adjusted raw gains because they make the interpretation of the structure coefficients that accompany the hierarchical regressions more meaningful. The structure coefficients are the correlations between the individual explanatory variables and the linear function that best predicts the outcomes (raw gains). In those cases where there are many potential explanatory variables and thus the potential for relatively high colinearities between variables, the reliance on the structure coefficients rather than partial regression coefficients for interpretation purposes would seem desirable.

The use of multiple base-year achievement test scores to control for initial status at the school level may make the interpretation of individual regression coefficients even more risky because of the generally greater colinearities found between school means. In order to investigate the robustness of the estimates of school effects when using single versus multiple pre-tests as covariates, the analysis was run both ways. However, before making the decision to use multiple tests as covariates at all, the analysis was run to see if the gains in explained variance using multiple tests justified the potential increase in colinearities and possible problems in the interpretation of the regression weights. The following table shows the correlations squared (r^2) between the raw gains and the appropriate single test as a covariate, and the analogous multiple correlation squared (R^2) when all base-year tests are used as covariates.

	Vocabulary	Reading	Mathematics	Science	Writing
r^2	.007	.010	.023	.022	.053
R^2	.125	.169	.098	.136	.196

All of the above increments in R^2 are statistically significant. The differences in R^2 are sufficiently large to justify estimating the school effects under both control conditions (i.e., single pre-test versus multiple pre-tests). The two different control conditions also imply somewhat different substantive models. The multiple pre-test model estimates the effects of school processes on gains independent of overall or general base-year achievement. The single pre-test model does not attempt to control for general achievement level and implicitly assumes that the other potential measures are either not relevant to gains or are legitimately part of the school effects that one is attempting to estimate. If the latter assumption were true, estimating school effects using all the pre-tests for controls could yield underestimates of school effects on any one specific achievement area. Rather than argue the validity of one model over the other, estimates will be obtained and compared using both approaches.

Table 11-1 presents the increments in R^2 due to the addition of separate school blocks after controlling for school demographic input and all sophomore test scores. Table 11-2 shows the parallel information when controlling for demographic inputs and only a single pre-test.

Inspection of Table 11-1 indicates that the inputs (school demographics, home educational supports, non-school student behaviors, values and attitudes, and base-year test scores) explain from about 50 percent to 80 percent of the total predictable between-school variance in gains. Not surprisingly, when a single pre-test (see Table 11-2) is used as the control for base-year status, the inputs account for slightly less on average. Total school effects are measured as the incremental difference in terms of percentages between the full model R^2 and the R^2 based on inputs alone (demographics and test scores). Total school effects for various achievement areas and control conditions are summarized below:

Percent Increment in Baseline R^2 Due to School Effects

	Vocabulary	Reading	Mathematics	Science	Writing
Percent Increment Due tc School Effects for:					
Single Pre-test	39.6	67.3	57.6	51.4	32.6
Multiple Pre-tests	89.4	44.7	44.1	42.1	23.8

The percent increment is based on using the baseline R^2 as the denominator in computing the percent increment.

The much larger increment associated with the school effects for vocabulary when multiple pre-tests are used suggests that the vocabulary estimates of the total school effects are somewhat unstable and should be viewed cautiously. There appears to be considerable suppressor effects operating among the school process variables and inputs when multiple pre-tests are included as controls. This situation is indicated by the relatively high R^2 for the full model, yet showing relatively small increments for the individual school blocks as shown in Table 11-1. It is felt that contributions of the individual school blocks better reflect the school effects contribution in the presence of high colinearities than does the total school effects block.

Contributions of the individual school blocks in terms of percentages are calculated the same way they were for the total school effects. That is, the increment in R^2 of an individual school block beyond that explained by the baseline inputs is divided by the baseline R.

TABLE 11-1

INCREMENTS IN R^2 DUE TO THE ADDITION OF SEPARATE SCHOOL BLOCKS AFTER CONTROLLING FOR SCHOOL DEMOGRAPHIC INPUTS AND MULTIPLE SOPHOMORE PRETESTS

	VOCABULARY		READING		MATHEMATICS		SCIENCE		WRITING	
	R^2	% INC.[1]	R^2	% INC.[1]	R^2	% INC.[1]	R^2	% INC.[1]	R^2	% INC.[1]
SCHOOL INPUTS										
SCHOOL DEMOGRAPHICS HOME INFLUENCES, NON-SCHOOL LEARNING BEHAVIOR, AND BASE YEAR ATTITUDES AND ASPIRATIONS	.205	---	.106	---	.257	---	.101	---	.116	---
SCHOOL INPUTS PLUS										
BASE YEAR VOCABULARY, READING, MATHEMATICS, SCIENCE AND WRITING	.321	---	.284	---	.311	---	.228	---	.332	---
SCHOOL INPUTS, INITIAL SCORES PLUS INCREMENTS DUE TO SEPARATE SCHOOL CHARACTERISTICS AND/OR PROCESSES										
STUDENT SCHOOL BEHAVIORS	.381	18.7	.290	2.1	.375	20.6	.233	2.2	.343	3.3
STUDENT RATINGS OF SCHOOL QUALITIES	.323	0.0	.291	2.3	.324	4.2	.237	3.9	.333	0.0
STAFF CHARACTERISTICS	.324	1.0	.286	1.0	.324	4.2	.245	7.5	.343	3.3
ACADEMIC EMPHASIS	.327	1.8	.343	20.8	.348	11.9	.262	14.9	.359	8.1
SCHOOL RESOURCES	.327	1.9	.300	5.6	.322	3.5	.238	4.4	.338	1.8
SCHOOL CLIMATE	.333	3.7	.295	3.9	.326	4.8	.237	3.9	.342	3.0
R^2 FOR FULL MODEL	.608	---	.411	---	.448	---	.324	---	.411	---

[1] PERCENT INCREMENT OF THE "BASE LINE" R^2 DUE TO EACH SEPARATE SCHOOL BLOCK. BASE LINE R^2 IS THE R^2 BASED ON SCHOOL INPUTS AND BASE YEAR TEST SCORES.

TABLE 11-2

INCREMENTS IN R^2 DUE TO THE ADDITION OF SEPARATE SCHOOL BLOCKS AFTER CONTROLLING FOR SCHOOL DEMOGRAPHIC INPUTS AND SINGLE SOPHOMORE PRETEST

	VOCABULARY		READING		MATHEMATICS		SCIENCE		WRITING	
	R^2	% INC.[1]	R^2	% INC.[1]	R^2	% INC.[1]	R^2	% INC.[1]	R^2	% INC.[1]
SCHOOL INPUTS										
SCHOOL DEMOGRAPHICS HOME INFLUENCES, NON-SCHOOL LEARNING BEHAVIOR, AND BASE YEAR ATTITUDES AND ASPIRATIONS	.205	---	.106	---	.257	---	.101	---	.116	---
SCHOOL INPUTS PLUS										
BASE YEAR VOCABULARY, READING, MATHEMATICS, SCIENCE, OR WRITING	.283	---	.168	---	.271	---	.177	---	.239	---
SCHOOL INPUTS, INITIAL SCORES PLUS INCREMENTS DUE TO SEPARATE SCHOOL CHARACTERISTICS AND/OR PROCESSES										
STUDENT SCHOOL BEHAVIORS	.327	15.5	.183	8.9	.336	24.1	.005	3.0	.262	9.7
STUDENT RATINGS OF SCHOOL QUALITIES	.283	0.0	.181	7.5	.282	4.0	.185	4.4	.241	1.0
STAFF CHARACTERISTICS	.286	1.0	.170	1.0	.283	4.4	.193	8.9	.246	2.9
ACADEMIC EMPHASIS	.288	1.9	.219	30.4	.318	17.4	.213	20.6	.268	12.2
SCHOOL RESOURCES	.288	1.9	.181	7.5	.281	4.0	.186	4.9	.249	4.2
SCHOOL CLIMATE	.290	2.6	.183	9.0	.293	8.0	.187	5.9	.254	6.3
R^2 FOR FULL MODEL	.395	---	.281	---	.427	---	.268	---	.317	---

[1] PERCENT INCREMENT OF THE "BASE LINE" R^2 DUE TO EACH SEPARATE SCHOOL BLOCK. BASE LINE R^2 IS THE R^2 BASED ON SCHOOL INPUTS AND BASE YEAR TEST SCORE.

Inspection of the contributions of the individual school blocks in Tables 11-1 and 11-2 indicate that school student behaviors and the academic emphasis behavior blocks contribute the single largest percentage increments among all the school blocks regardless of whether single or multiple pre-tests were used as controls. The academic emphasis block also shows a relatively large contribution in explaining between-school gain variance for all achievement areas except vocabulary. The academic emphasis block includes measures of: (1) access to advanced course offerings, (2) percentage of students in the academic program, (3) number of required courses in the college preparation program, and (4) the availability of remediation.

The school resource block shows small contributions to gains for reading, mathematics, and science. The school climate block shows small but consistent contributions to between-school gain variance for all achievement areas.

While there does appear to be considerable instability, as indicated by changes across pre-test control conditions with respect to the contribution of the total school effect component, the relative effect of individual school blocks remained quite stable. It would seem that the estimates of the effect of the individual school blocks are relatively robust.

The reader might question the logic behind the definition of the school student behaviors as a school process block. The individual level path analysis in Chapter 9 suggested that some part of the variation in student school behaviors, such as number of non-remedial courses and amount of homework done, could be explained by individual demographics and the home educational support system. The hierarchical ordering of the blocks, with the demographics, test scores, base-year values and attitudes, and home support variables being forced in first, argues that any additional or leftover increment in predictable between-school variance due to student behaviors is likely to be under the control of the school.

B. CONTRIBUTIONS OF INDIVIDUAL VARIABLES TO GAIN

Tables 11-3 and 11-4 present the partial regression coefficients along with the structure coefficients associated with the individual variables for single and multiple pre-test control conditions.

Inspection of the base-year test score structure coefficients suggest that raw gains at the school level are positively related to base-year test score status in vocabulary and mathematics. Conversely, in reading, science, and writing the appropriate base-year test was negatively related to gains at the school level. At the individual level, gains were always negatively related to initial status. Gains could not be positively related to initial status without a significant increase in the between-school variance in vocabulary and mathematics achievement scores as one goes from the sophomore to the senior year. Since school means are more reliable than individual scores, a positive correlation

(Tables 11-3 and 11-4 about here)

Table 11-3

MEAN GAIN REGRESSED ON ALL 5 PRETESTS PLUS ALL BLOCKS

	RAW REGRESSION WEIGHT					STANDARDIZED REGRESSION WEIGHT					STRUCTURE COEFFICIENT				
	VOC	READ	MATH	SCI	WRI	VOC	READ	MATH	SCI	WRI	VOC	READ	MATH	SCI	WRI
PRE VOC	-0.84*	0.28*	0.02	0.13*	0.20*	-2.42*	0.77*	0.03	0.42*	0.52*	0.11	0.13	0.40	0.07	-0.03
PRE READ	-0.23*	-0.57*	-0.01	0.05	0.17*	-0.51*	-1.24*	-0.01	0.14	0.34*	0.27	-0.15	0.34	-0.01	-0.07
PRE MATH	-0.18*	0.11*	-0.24*	0.06*	0.12*	-0.96*	0.55*	-0.65*	0.38*	0.59*	0.23	0.09	0.23	-0.02	-0.05
PRE SCI	0.81*	0.05	0.28*	-0.36*	-0.07	2.02*	0.12	0.36*	-0.99*	-0.16	0.27	0.10	0.30	-0.26	-0.08
PRE WRI	0.12*	-0.05	0.08	-0.07	-0.60*	0.29*	-0.13	0.10	-0.20	-1.32*	0.29	-0.01	0.32	-0.11	-0.36
% WHITE	0.01*	-0.00	-0.01*	0.00	-0.00	0.45*	-0.07	-0.19*	0.06	-0.13	0.29	0.01	0.00	-0.09	-0.03
% FEMALE	-0.91*	0.12	-1.16*	-0.56*	1.43*	-0.17*	0.02	-0.11*	-0.17*	0.24*	0.05	-0.16	-0.11	0.00	-0.04
AGE	1.08*	0.01	-0.47	-0.13	-0.61*	0.26*	0.00	-0.06	-0.04	-0.14*	-0.23	-0.13	-0.33	-0.05	-0.07
SCHL SES	1.45*	0.23	0.61	-0.09	0.08	0.61*	0.09	0.13	-0.04	0.03	0.24	0.13	0.45	0.07	-0.02
MWK HS	-0.26	-0.35	-1.21*	-0.26	-0.20	-0.04	-0.06	-0.10*	-0.05	-0.03	-0.06	-0.21	-0.22	-0.07	-0.07
FAMILY	1.56*	-0.02	-1.13	0.80*	0.21	0.20*	-0.00	-0.07	0.11*	0.02	0.13	0.01	0.01	0.02	-0.10
SCH SIZE	0.41*	0.13	0.22*	0.02	-0.08	0.57*	0.17	0.15*	0.03	-0.10	-0.00	0.11	0.12	0.11	0.07
PUBLIC	-1.47*	0.08	-0.13	-0.14	0.18	-0.53*	0.03	-0.02	-0.06	0.06	-0.20	-0.16	-0.41	-0.29	-0.09
%COLLEGE	-0.00*	-0.01*	-0.00	-0.00	0.00	-0.11*	-0.14*	-0.01	-0.10	0.07	0.21	0.13	0.48	0.10	0.10
%NEEDREM	-0.02*	-0.00	-0.01*	-0.00	-0.00	-0.36*	-0.04	-0.13*	-0.06	-0.01	-0.22	0.07	-0.20	-0.02	0.09
%DROPOUT	-0.73*	-0.12	0.04	0.05	-0.09	-0.37*	-0.06	0.01	0.03	-0.04	-0.18	0.03	0.21	0.03	-0.14
STUDYAID	0.18*	0.09	0.04	0.05	0.00	0.13*	0.06	0.01	0.04	0.00	0.33	0.09	0.48	0.06	-0.06
M ED ASP	0.20	0.02	-0.02	-0.18	-0.33*	0.09	0.01	-0.00	-0.09	-0.13*	0.10	0.02	0.35	-0.04	-0.12
NON-SCHL	0.05	-0.19	0.02	-0.01	-0.09	0.03	-0.11	0.01	-0.00	-0.05	0.25	0.07	0.39	0.10	0.01
PAR ROLE	-3.33*	0.83*	-0.41	0.43	0.86*	-0.68*	0.16*	-0.04	0.10	0.16*	0.17	0.16	0.20	0.16	-0.04
MONITOR	2.81*	-1.10	0.60	-0.28	-1.94*	0.22*	-0.08	0.02	-0.02	-0.14*	0.04	-0.05	0.07	0.06	-0.19
PAR PLAN	-1.81*	-0.57*	-1.02*	-0.68*	-0.24	-0.43*	-0.13*	-0.12*	-0.18*	-0.05	0.02	0.05	0.14	0.07	-0.15
PAR-SCHL	-0.62*	0.81*	-0.25	-0.26	0.25	-0.10*	0.12*	-0.02	-0.05	0.04	0.12	0.14	0.28	0.01	0.03
HOMEWK T	-0.28*	0.01	0.11	-0.11	0.27*	-0.17*	0.01	0.03	-0.08	0.14*	0.29	0.08	0.41	0.10	0.12
NR COURS	2.91*	-0.44*	0.92*	-0.10	-0.75*	3.01*	-0.44*	0.43*	-0.09	-0.70*	0.22	0.14	0.67	-0.11	0.11
P-ACAD	0.42*	0.01	-0.24	-0.20	-0.16	0.17*	0.01	-0.05	-0.09	-0.06	0.09	0.08	0.16	-0.01	-0.05
ABSENTEE	0.09*	0.05	0.06	-0.02	-0.08	0.08*	0.05	0.02	-0.02	-0.06	0.13	0.06	0.24	-0.06	-0.08
HRS WORK	-0.09	-0.23*	0.03	-0.16*	-0.07	-0.06	-0.15*	0.01	-0.13*	-0.04	-0.08	-0.13	-0.00	-0.21	-0.14
TV/DAYBF	-0.38*	0.08	0.03	0.01	0.46*	-0.21*	0.04	0.01	0.01	0.23*	-0.10	-0.06	-0.27	-0.04	0.12
OUTRD BF	1.35*	0.32	-0.36	0.04	-0.00	0.41*	0.09	-0.05	0.01	-0.00	0.26	0.11	0.12	0.09	0.05
RD NWSBF	-0.67*	-0.16	0.50*	-0.08	0.31*	-0.28*	-0.06	0.10*	-0.04	0.12*	0.19	0.11	0.50	0.03	0.08
OTHR SOC	0.80*	0.46	0.36	0.19	-0.26	0.14*	0.08	0.03	0.04	-0.04	0.06	0.05	0.03	-0.10	-0.20
OCC 30 B	-0.05	-0.07	-0.06	-0.00	-0.00	-0.06	-0.09	-0.04	-0.00	-0.00	0.04	-0.03	0.31	0.11	0.04
LOC CN B	-0.49	0.11	1.00	0.59	1.23*	-0.07	0.02	0.07	0.10	0.16*	0.28	0.09	0.36	0.15	0.05
ESTEEM B	-0.74*	0.92*	-1.09	0.27	0.97*	-0.10*	0.12*	-0.08	0.04	0.12*	0.09	0.02	0.11	0.05	0.02
LIK WK B	0.95*	-0.37	0.06	0.21	-0.49	0.15*	-0.06	0.00	0.04	-0.07	-0.02	-0.12	0.00	0.03	-0.01
M+E INTR	1.76*	-0.85	-0.68	-0.38	-1.18*	0.19*	-0.09	-0.04	-0.05	-0.11*	0.04	0.00	0.13	0.07	0.03
PH PLANT	0.55*	0.22	0.45	0.01	0.08	0.28*	0.10	0.11	0.01	0.04	0.07	-0.01	0.14	-0.12	-0.07
TCHR RAT	-0.58*	0.45	0.39	0.05	0.12	-0.12*	0.08	0.04	0.01	0.02	0.08	0.13	0.31	0.14	0.03
RAT INST	-1.10*	-0.24	-0.31	-0.32	-0.13	-0.47*	-0.10	-0.07	-0.15	-0.05	0.17	0.08	0.39	0.05	-0.01
SCHL REP	-0.22*	-0.08	-0.41	0.10	-0.02	-0.11*	-0.04	-0.10	0.06	-0.01	0.15	-0.01	0.26	0.03	-0.10
% MA,PHD	-0.06	-0.05	-0.34*	-0.10	-0.22*	-0.03	-0.03	-0.09*	-0.06	-0.11*	0.08	0.04	0.00	0.02	-0.04
TURNOVER	1.51*	-0.07	0.38*	-0.24*	-0.23	0.69*	-0.03	0.09*	-0.12*	-0.10	0.02	0.02	0.02	-0.22	0.01

(CONTINUED)

Table 11-3

MEAN GAIN REGRESSED ON ALL 5 PRETESTS PLUS ALL BLOCKS (CONTINUED)

	RAW REGRESSION WEIGHT					STANDARDIZED REGRESSION WEIGHT					STRUCTURE COEFFICIENT				
	VOC	READ	MATH	SCI	WRI	VOC	READ	MATH	SCI	WRI	VOC	READ	MATH	SCI	WRI
ADV OFFR	-0.21*	0.01	0.00	0.07*	0.13*	-0.42*	0.02	0.00	0.16*	0.24*	0.19	0.10	0.31	0.26	0.16
SCH % AC	-0.02*	0.02*	0.02*	0.01*	0.01*	-0.73*	0.68*	0.35*	0.40*	0.45*	0.22	0.31	0.65	0.33	0.17
#REQ CRS	-0.18*	0.02	-0.07	-0.03	0.04	-0.34*	0.03	-0.07	-0.07	0.07	0.07	0.07	0.12	-0.04	0.04
AVAILREM	0.09	0.08	0.05	0.08	0.18*	0.05	0.04	0.01	0.05	0.09*	-0.00	0.16	0.02	0.11	0.16
$/STUDNT	0.39*	-0.20*	0.28*	0.06	-0.23*	0.24*	-0.12*	0.09*	0.04	-0.13*	0.16	-0.10	0.13	0.05	-0.07
#TCH/STU	-0.06*	0.07*	0.07*	0.03*	0.03*	-0.27*	0.32*	0.16*	0.18*	0.14*	0.01	0.00	-0.02	0.00	-0.01
SCHL YR	0.00*	-0.00	0.00	0.00	-0.00	0.16*	-0.03	0.01	0.03	-0.07	-0.07	0.04	0.08	-0.14	-0.07
LACK INT	0.00	-0.14*	-0.31*	-0.13*	-0.04	0.00	-0.12*	-0.14*	-0.13*	-0.03	0.24	-0.04	0.23	0.04	-0.06
TCHR ABS	0.14*	0.02	0.23*	0.09	0.05	0.11*	0.02	0.09*	0.08	0.03	-0.05	0.00	0.21	-0.00	-0.01
DIS PROB	-1.18*	0.36	-0.10	0.15	0.60*	-0.33*	0.10	-0.01	0.05	0.15*	0.12	0.13	0.34	0.11	0.04
# RULES	-0.07*	-0.10*	-0.04	-0.08*	0.02	-0.08*	-0.10*	-0.02	-0.10*	0.01	-0.03	-0.04	0.03	-0.03	0.07
% STRICT	-0.01*	0.00	-0.00	0.00	0.00	-0.17*	0.03	-0.02	0.05	0.07	-0.04	-0.01	-0.03	0.03	0.11
R-SQUARED	0.608	0.411	0.448	0.324	0.411										

* VARIABLES WHOSE ASSOCIATED RAW WEIGHTS ARE AT LEAST 2.5 TIMES THEIR STANDARD ERRORS

Table 11-4

MEAN GAIN REGRESSED ON MATCHED PRETEST PLUS ALL BLOCKS

	RAW REGRESSION WEIGHT					STANDARDIZED REGRESSION WEIGHT					STRUCTURE COEFFICIENT				
	VOC	READ	MATH	SCI	WRI	VOC	READ	MATH	SCI	WRI	VOC	READ	MATH	SCI	WRI
PRETEST	-0.39*	-0.31*	-0.14*	-0.21*	-0.36*	-1.12*	-0.68*	-0.38*	-0.57*	-0.79*	0.14	-0.19	0.23	-0.29	-0.41
% WHITE	0.02*	0.00	-0.01	0.00	0.00	0.50*	0.14	-0.09	0.07	0.10	0.36	0.01	0.00	-0.10	-0.09
% FEMALE	-0.76*	-0.69*	-1.39*	-0.30*	0.28	-0.14*	-0.12*	-0.13*	-0.16*	0.05	0.06	-0.19	-0.11	0.00	-0.04
AGE	-0.04	-0.05	-0.60	-0.13	-0.18	-0.01	-0.01	-0.07	-0.03	-0.04	-0.28	-0.16	-0.39	-0.06	-0.08
SCHL SES	0.49*	0.68*	0.58	0.20	0.69*	0.21*	0.28*	0.12	0.10	0.26*	0.30	0.16	0.46	0.08	-0.03
MWK HS	-0.03	-0.69*	-1.15*	-0.31	-0.48	-0.00	-0.11*	-0.10*	-0.06	-0.07	-0.08	-0.26	-0.22	-0.08	-0.03
FAMILY	1.02*	0.46	-0.78	0.80*	0.72	0.13*	0.06	-0.05	0.11*	0.08	0.22	0.01	0.01	0.02	-0.11
SCH SIZE	0.11	0.16*	0.19	0.03	0.02	0.15	0.22*	0.13	0.05	0.03	-0.00	0.13	0.13	0.12	0.08
PUBLIC	-0.49*	0.09	0.17	-0.33	0.01	-0.18*	0.03	0.03	-0.13	0.00	-0.25	-0.19	-0.42	-0.32	-0.10
%COLLEGE	-0.00	-0.01*	-0.00	-0.00	0.00	-0.01	-0.14*	-0.03	-0.08	0.01	0.26	0.16	0.50	0.11	0.12
%NEEDREM	-0.01*	-0.00	-0.02*	-0.00	-0.01*	-0.16*	-0.08	-0.14*	-0.09	-0.12*	-0.23	0.09	-0.20	-0.02	0.10
%DROPOUT	-0.52*	-0.18	0.03	0.06	-0.27*	-0.27*	-0.09	0.01	0.03	-0.12*	-0.22	0.04	0.21	0.03	-0.16
STUDYAID	0.34*	0.06	0.20	-0.01	-0.07	0.24*	0.04	0.07	-0.01	-0.05	0.41	0.11	0.49	0.06	-0.07
M ED ASP	0.22	0.11	0.11	-0.18	-0.15	0.10	0.05	0.03	-0.09	-0.06	0.13	0.03	0.36	-0.05	-0.14
NON-SCHL	0.09	-0.05	0.07	0.06	0.08	0.05	-0.03	0.02	0.04	0.04	0.31	0.09	0.40	0.11	0.01
PAR ROLE	-1.27*	0.28	-0.46	0.30	-0.21	-0.26*	0.06	-0.05	0.07	-0.04	0.21	0.19	0.21	0.17	-0.05
MONITOR	0.57	-0.57	0.53	-0.14	-1.15	0.04	-0.04	0.02	-0.01	-0.08	0.05	-0.06	0.07	0.06	-0.21
PAR PLAN	-1.05*	-0.84*	-1.38*	-0.59*	-0.91*	-0.25*	-0.19*	-0.16*	-0.15*	-0.19*	0.03	0.06	0.14	0.03	-0.17
PAR-SCHL	-0.10	0.15	-0.23	-0.60	-0.32	-0.02	0.02	-0.02	-0.11	-0.05	0.15	0.17	0.28	0.01	0.04
HOMEWK T	0.05	0.01	0.10	-0.03	0.24*	0.03	0.00	0.03	-0.02	0.13*	0.37	0.10	0.42	0.11	0.14
NR COURS	1.00*	0.11	0.86*	-0.11	0.16	1.04*	0.11	0.40*	-0.09	0.15	0.28	0.16	0.69	-0.12	0.12
P-ACAD	0.28*	0.12	-0.14	-0.15	-0.02	0.11*	0.05	-0.03	-0.07	-0.01	0.11	0.10	0.17	-0.01	-0.05
ABSENTEE	0.18*	0.15*	0.15	-0.02	-0.00	0.16*	0.13*	0.07	-0.01	-0.00	0.17	0.07	0.24	-0.07	-0.09
HRS WORK	-0.09	-0.18*	0.01	-0.14*	-0.02	-0.06	-0.12*	0.00	-0.11*	-0.01	-0.10	-0.16	-0.00	-0.23	-0.16
TV/DAYBF	-0.20*	-0.17	-0.07	-0.05	0.19	-0.11*	-0.09	-0.02	-0.03	0.00	-0.12	-0.08	-0.27	-0.05	0.14
OUTRD BF	0.90*	0.47*	-0.25	0.15	0.34	0.27*	0.14*	-0.04	0.05	0.09	0.33	0.13	0.12	0.10	0.06
RD NWSBF	-0.32*	-0.21	0.45*	-0.07	0.13	-0.13*	-0.08	0.09*	-0.03	0.05	0.23	0.13	0.51	0.09	0.09
OTHR SOC	0.49	0.55	0.52	0.07	-0.23	0.09	0.10	0.05	0.01	-0.04	0.07	0.06	0.03	-0.11	-0.23
OCC 30 B	-0.05	-0.03	-0.03	0.03	0.03	-0.06	-0.03	-0.02	0.05	0.04	0.05	-0.03	0.31	0.12	0.05
LOC CN B	0.40	0.47	1.30	0.94*	1.23*	0.06	0.07	0.09	0.15*	0.16*	0.34	0.11	0.36	0.17	0.05
ESTEEM B	-0.06	0.09	-0.95	-0.08	0.28	-0.01	0.01	-0.07	-0.01	0.04	0.11	0.02	0.11	0.05	0.03
LIK WK B	0.23	-0.35	0.01	0.14	-0.19	0.04	-0.05	0.00	0.02	-0.03	-0.02	-0.14	0.00	0.03	-0.01
M+E INTR	-0.13	-0.36	-0.95	-0.22	-0.24	-0.01	-0.04	-0.05	-0.03	-0.02	0.04	0.00	0.13	0.07	0.03
PH PLANT	0.21	0.20	0.48*	0.00	0.24	0.11	0.10	0.12*	0.00	0.11	0.08	-0.02	0.14	-0.13	-0.03
TCHR RAT	-0.15	0.43	0.33	0.09	0.02	-0.03	0.08	0.03	0.02	0.00	0.10	0.15	0.32	0.16	0.04
RAT INST	-0.36	-0.14	-0.32	-0.22	-0.33	-0.15	-0.06	-0.07	-0.10	-0.13	0.21	0.10	0.40	0.06	-0.01
SCHL REP	-0.20	-0.21	-0.47	0.07	-0.08	-0.10	-0.10	-0.12	0.04	-0.04	0.19	-0.02	0.27	0.03	-0.11
% MA,PHD	-0.05	-0.06	-0.40*	-0.07	-0.21*	-0.03	-0.03	-0.11*	-0.04	-0.10*	0.09	0.04	0.00	0.02	-0.05
TURNOVER	0.65*	0.16	0.38	-0.24*	0.17	0.30*	0.07	0.09	-0.12*	0.07	0.03	0.02	0.02	-0.24	0.01

(CONTINUED)

Table 11-4

MEAN GAIN REGRESSED ON MATCHED PRETEST PLUS ALL BLOCKS (CONTINUED)

	RAW REGRESSION WEIGHT					STANDARDIZED REGRESSION WEIGHT					STRUCTURE COEFFICIENT				
	VOC	READ	MATH	SCI	WRI	VOC	READ	MATH	SCI	WRI	VOC	READ	MATH	SCI	WRI
ADV OFFR	-0.05	-0.03	-0.01	0.07*	0.05	-0.10	-0.05	-0.01	0.16*	0.10	0.24	0.12	0.31	0.29	0.18
SCH % AC	-0.01*	0.01*	0.02*	0.01*	0.01*	-0.25*	0.49*	0.40*	0.38*	0.26*	0.27	0.38	0.66	0.37	0.19
#REQ CRS	-0.07*	-0.03	-0.07	-0.03	-0.03	-0.13*	-0.05	-0.07	-0.07	-0.06	0.08	0.09	0.12	-0.04	0.04
AVAILREM	0.11	0.08	0.09	0.04	0.15	0.06	0.04	0.02	0.03	0.08	-0.01	0.19	0.02	0.13	0.18
$/STUDNT	0.20*	-0.18*	0.27	0.03	-0.13	0.13*	-0.11*	0.08	0.02	-0.07	0.20	-0.12	0.13	0.06	-0.08
#TCH/STU	-0.03*	0.04*	0.06*	0.03*	0.02	-0.15*	0.19*	0.14*	0.16*	0.07	0.02	0.00	-0.02	0.00	-0.01
SCHL YR	0.00	-0.00	0.00	-0.00	-0.00	0.07	-0.02	0.02	-0.03	-0.07	-0.09	0.05	0.08	-0.15	-0.08
LACK INT	0.01	-0.19*	-0.35*	-0.14*	-0.14*	0.01	-0.17*	-0.16*	-0.15*	-0.11*	0.30	-0.05	0.24	0.04	-0.07
TCHR ABS	-0.02	0.10	0.27*	0.11*	0.17*	-0.01	0.08	0.11*	0.10*	0.13*	-0.06	0.00	0.21	-0.00	-0.01
DIS PROB	-0.21	0.09	0.11	-0.06	0.11	-0.06	0.03	0.01	-0.02	0.03	0.14	0.22	0.35	0.12	0.05
# RULES	-0.03	-0.09*	-0.02	-0.09*	0.01	-0.04	-0.09*	-0.01	-0.10*	0.01	-0.04	-0.04	0.08	-0.09	0.08
% STRICT	-0.00*	0.00	-0.00	0.00	0.00	-0.09*	0.01	-0.03	0.03	0.03	-0.05	-0.01	-0.03	0.03	0.12
R-SQUARED	0.395	0.281	0.427	0.268	0.317										

* VARIABLES WHOSE ASSOCIATED RAW WEIGHTS ARE AT LEAST 2.5 TIMES THEIR STANDARD ERRORS

between gain and initial status at the school level in vocabulary and mathematics may be a reflection of the increased reliability of school means as compared to individual scores. That is to say, the lack of a positive correlation between base-year scores in vocabulary and mathematics at the individual level is partly artifactual in the sense that it is partly due to the less than perfect reliability of the individual pre-test scores. Negative correlations between initial status and gains for the reading, science, and writing at both the individual and school level are probably only in part due to reliability problems.

The table below summarizes the pre-test and post-test standard deviations based on school means and supports the notion that the negative correlation between initial status and gains for science and writing is not just due to reliability problems.

Standard Deviations Based on School Means

	Vocabulary	Reading	Mathematics	Science	Writing
Pre-Test	2.44	1.91	4.56	2.12	2.07
Post-Test	2.65	2.02	5.10	2.14	2.06
Percent Increase	8.6	5.7	11.8	1.0	0.0

Clearly there was not an increase in between-school variance for science and writing between the sophomore and senior years.

Inspection of Tables 11-3 and 11-4 suggests that the structure coefficients were relatively robust with respect to whether single or multiple pre-tests were included among the controls. Individual school input variables whose associated structure coefficients were at least .20 or greater are described below.

o School Demographics: Positive relationships with gains included: percentage of white students was related to vocabulary gains; SES of the school was related to vocabulary and especially mathematics gains; having an intact family was related to vocabulary gains; percentage of student body planning to attend college was related to gains in vocabulary and mathematics.

Negative relationships included: percentage of the student body who were females was negatively related to gains in reading; mother working while the student was in high school was negatively related to gains in reading and mathematics; attendance at a public school was negatively related to gains in vocabulary, mathematics, and science; low dropout rates were negatively related to vocabulary gains but positively related to mathematics gains.

- Home Educational Support System: Positive relationships included: number of study aids in the home for vocabulary and mathematics gains, mother's educational aspirations for the child in mathematics, non-school related learning for vocabulary and mathematics, parental involvement in curriculum choice for mathematics, the level of parent-school interaction for mathematics, and level of parental interest in the student's school behaviors for vocabulary and mathematics.

- Non-School Related Student Behaviors: Positive relationships included: amount of outside reading with vocabulary gains and frequency of newspaper reading with vocabulary and mathematics gains.

  Negative relationships included: hours worked for pay with science gains, amount of TV watching with mathematics gains, and amount of participation in outside social activities with writing gains.

- Student Values and Attitudes: Positive relationships included: occupational aspirations with mathematics gains, and locus of control for vocabulary and mathematics.

The following individual school behaviors and/or process variables had structure coefficients equal to or greater than .20.

- Student School Behaviors: Amount of homework done and the number of non-remedial courses taken were both positively related to gains in vocabulary and mathematics while low rates of absenteeism were positively related to mathematics gains. It is interesting to note that while the number of non-remedial courses taken had relatively large positive structure coefficients, the relationship between the availability of remedial courses was considerably lower but still positive. Availability of remedial courses is in the academic emphasis block. It would seem that effective schools should offer both remedial and extensive non-remedial courses.

- Student Ratings of School Quality: Student ratings of teacher quality, academic instruction, and the school's reputation in the community were all positively related to gains in mathematics.

- Staff Characteristics: Teacher turnover rate was negatively related to gains in science; the percentage of teachers with master's or Ph.D. degrees was unrelated to gains.

- Academic Emphasis: Positive relationships with gains included: number of advanced offerings with gains in vocabulary, mathematics, and science; percentage of the student body that is in the academic program was related to gains in all areas.

- School Resources: Dollars spent per student was positively related to gains in vocabulary.

- School Climate: Positive relationships with gains included: high levels of parental interest in the student's progress was positively related to gains in vocabulary and mathematics; low rates of teacher absenteeism was positively related to mathematics gains; low rates of disciplinary problems was positively related to gains in reading and mathematics.

The results of the above school analysis are consistent with the findings of the individual level analysis described in Chapter 9. The critical school variables in both the individual and school level analysis are course exposure and amount of homework done. The path analysis in Chapter 9 indicated that, in general, the amount of course work in the specific content area was more important than curriculum group membership in explaining sophomore to senior gains.

The fact that the amount of homework done was also significantly related to gains independent of background, home educational support, and curriculum suggests that homework is at least partially under the control of the school. Given these student school behavior results and the fact that individual variables from both the academic emphasis block (in particular, the number of course offerings) and, to a lesser extent, the school quality block, were related to gains raises certain critical issues.

If exposure to certain curriculum and advanced course work in the basics is the road to achieving significant gains, and the present results suggest that it is, the next questions should be:

- Do individuals from different SES and ethnic groups have equal access to these course offerings?

- Are different subgroups likely to have equal access to high quality course offerings in the basics?

The following section examines how access to both quantity and quality of course work affects gains for selected subgroups.

C. SUBGROUP ACCESS TO SELECTED SCHOOL PROCESSES

The following descriptive tables contrast the relative access of majority and minority groups to selected school processes and/or qualities. The majority group consists of Whites, Asians, and American Indians, while the minority group consists of Blacks, Mexican-Americans, and Puerto Ricans. The school processes include:

- Advanced course offerings.

- Availability of remedial mathematics and/or English.

School qualities include:

- Mean student rating of the quality of academic instruction.
- Percent of students in school who are in the academic curriculum.
- Mean student rating of the level of disciplinary problems in the student's school. Discipline problems refer to talking back to the teacher, etc. The scale is reversed so that high numbers indicate less of a discipline problem.

Table 11-5 contrasts the number of advanced courses offered in schools attended by majority and minority students. The schools are further classified on the basis of the mean SES level of their students. High SES schools include the top 25 percent of the total distribution, while the low SES schools define the bottom 25 percent. The middle SES schools make up the remainder.

Table 11-5 indicates that minority and majority group members who attend similar schools with respect to SES level have essentially equal access to advanced course offerings. If anything, minority group members who attend low SES schools may have somewhat of an advantage with respect to advanced course offerings, compared to Whites in similar schools. The minority group members, however, are much less likely than majority students to be attending a high SES school which, in turn, offers the more advanced courses.

Within a given school, it would seem that majority and minority groups have equal access to advanced courses; however, minority members do not have equal access to (high SES) schools which tend to offer many advanced courses. Approximately 88 percent of the majority group, compared to 54 percent of the minority group, attended middle or high SES schools.

Given these results, the relevant policy question is: Do minority students in high SES schools gain more than their counterparts in low SES schools? Further on in this report we will attempt to arrive at some preliminary answers to this question.

Table 11-6 contrasts the two groups' access to remedial mathematics and/or English by school SES level. Not unexpectedly, minority group members who attend low SES schools have significantly greater access than majority students in low SES schools to remedial courses. In low SES schools, the minority-majority difference in access is approximately 82 percent vs. 70 percent. This would seem to be further evidence of the targeting toward minority groups in low SES schools for Chapter 1 and/or other special programs.

Table 11-7 contrasts the two groups with respect to the students' mean rating of the quality of the academic instruction in their school. Table 11-7 indicates that the ratings of the quality of academic

Table 11-5

NUMBER OF ADVANCED COURSES OFFERED IN STUDENT'S SCHOOL

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                              ------------------------------------------------------------
                              | SCHOOL  | SCHOOL  | SCHOOL  ||          ||
------------------------------|_SES_LOW|_MID_SES|HIGH_SES||___TOTAL  ||
||                            |         |         |         ||          ||
||  WHITE+ASIAN+AM          N|  2720.  |  12961  |   6658  ||   22339  ||
||                       ROW%|  12.18%|  58.02%|  29.80%||  100.00%||
||                       COL%|  55.45%|  85.96%|  93.05%||   82.32%||
||                       MEAN|   5.8   |   7.1   |   8.1   ||  7.2151  ||
||                       S.D.|  1.7175 |  1.5032 |  1.3173 ||  1.6369  ||
||                            |         |         |         ||          ||
||  BLACK+MEX+PRICAN        N|   2185  |   2117  |    497  ||    4799  ||
||                       ROW%|  45.53%|  44.11%|  10.36%||  100.00%||
||                       COL%|  44.55%|  14.04%|   6.95%||   17.68%||
||                       MEAN|   6.1   |   7.1   |   8.2   ||  6.7275  ||
||                       S.D.|  1.6890 |  1.6907 |  1.0307 ||  1.7686  ||
||                            |         |         |         ||          ||
=============================================================================
||                            |         |         |         ||          ||
||  TOTAL                   N|   4905  |  15078  |   7155  ||   27138  ||
||                       ROW%|  18.07%|  55.56%|  26.37%||  100.00%||
||                       COL%| 100.00%| 100.00%| 100.00%||  100.00%||
||                       MEAN| 5.9303  | 7.0524  | 8.1116  ||  7.1289  ||
||                       S.D.| 1.7099  | 1.5309  | 1.2996  ||  1.6714  ||
||                            |         |         |         ||          ||
=============================================================================
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Table 11-6

PROPORTION OF STUDENTS WITH ACCESS TO REMEDIAL MATH AND/OR ENGLISH OFFERED IN STUDENT'S SCHOOL

		SCHOOL SES_LOW	SCHOOL MID_SES	SCHOOL HIGH_SES	TOTAL
WHITE+ASIAN+AM	N	2674	12778	6545	21997
	ROW%	12.16%	58.09%	29.75%	100.00%
	COL%	55.45%	85.86%	93.05%	82.27%
	MEAN	0.6997	0.7907	0.7764	0.7754
	S.D.	0.4584	0.4068	0.4166	0.4173
BLACK+MEX+PRICAN	N	2148	2104	489	4741
	ROW%	45.31%	44.38%	10.31%	100.00%
	COL%	44.55%	14.14%	6.95%	17.73%
	MEAN	0.8159	0.8425	0.7915	0.8252
	S.D.	0.3876	0.3643	0.4062	0.3798
TOTAL	N	4822	14882	7034	26738
	ROW%	18.03%	55.66%	26.31%	100.00%
	COL%	100.00%	100.00%	100.00%	100.00%
	MEAN	0.7515	0.7980	0.7775	0.7842
	S.D.	0.4321	0.4015	0.4159	0.4114

Table 11-7

MEAN RATING OF ACADEMIC INSTRUCTION IN STUDENT'S SCHOOL

		SCHOOL SES LOW	SCHOOL MID SES	SCHOOL HIGH SES	TOTAL
WHITE+ASIAN+AM	N	2764	13071	6731	22566
	ROW%	12.25%	57.92%	29.83%	100.00%
	COL%	55.29%	85.83%	93.03%	82.17%
	MEAN	2.5427	2.6748	2.9292	2.7345
	S.D.	0.2940	0.2851	0.3359	0.3305
BLACK+MEX+PRICAN	N	2235	2158	504	4897
	ROW%	45.64%	44.07%	10.29%	100.00%
	COL%	44.71%	14.17%	6.97%	17.83%
	MEAN	2.5390	2.7110	2.9173	2.6538
	S.D.	0.3335	0.3225	0.3079	0.3478
TOTAL	N	4999	15229	7235	27463
	ROW%	18.20%	55.45%	26.34%	100.00%
	COL%	100.00%	100.00%	100.00%	100.00%
	MEAN	2.5411	2.6799	2.9284	2.7201
	S.D.	0.3123	0.2910	0.3340	0.3350

instruction show relatively large increases as one goes from low SES to high SES schools. Mean ratings at high SES schools are over a standard deviation higher than those ratings for low SES schools. While there is no difference with respect to majority-minority access to quality instruction within the same SES level school, the majority group members are much more likely to attend a high SES school where the academic ratings are high.

Table 11-8 contrasts the two groups with respect to the percent of students who are in the academic curriculum. As in the previous contrast, there is little difference between majority and minority groups with respect to relative proportions in the academic curriculum, given the schools' SES level. The opportunity to be in the academic curriculum increases with school SES at the same rate for both groups.

Table 11-9 shows that there are considerably fewer disciplinary problems in high SES schools compared to low SES schools. As before, there is no difference between majority and minority groups with respect to the surrounding disciplinary climate, if one conditions on school SES level.

In this simple analysis, school SES level is the primary contributor to the availability of those school qualities and processes that have been shown to be related to gain. There does not seem to be any obvious unfairness in making those school processes and/or qualities more accessible to one group or another. In fact, if anything, minority group members who attend low SES schools tend to have greater access to positive school processes than do their majority group counterparts. That is, they have considerably greater access to remedial courses and, at the same time, have somewhat greater access to advanced course offerings than do the majority group students who attend low SES schools.

The tables discussed above address access to various school quality offerings. They do not attempt to determine how those access rates affect gains or whether they interact with ethnicity and social class with respect to their effect on gains. That question is addressed in the section below.

D. A CLOSER LOOK AT HOW ETHNICITY, SCHOOL SES, AND STUDENT SES AFFECT GAINS

The question arises: How much does a low SES minority student who attends a high SES school gain compared to a majority student in the same situation? Is a low SES minority student who attends a low SES school better or worse off with respect to gains than his majority counterpart with the same background? Do these relationships vary by achievement area?

In order to answer these questions, a number of hierarchical regressions were run contrasting the relative gains for groups of individuals who were classified along three dimensions. The three dimensions were: (1) ethnicity, that is, a member of the majority group or a minority group

Table 11-8

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PERCENT OF STUDENTS IN SCHOOL WHO ARE IN ACADEMIC CURRICULUM

                              ------------------------------------------------
                              | SCHOOL  | SCHOOL  | SCHOOL  ||           ||
------------------------------| SES LOW| MID SES|HIGH SES||   TOTAL   ||
||                            |         |         |         ||           ||
|| WHITE+ASIAN+AM           N|   1702  |   7741  |   4267  ||   13710   ||
||                        ROW%|  12.41%|  56.46%|  31.12%|| 100.00%||
||                        COL%|  53.44%|  84.83%|  93.19%||  81.18%||
||                        MEAN| 25.678  | 36.313  | 65.757  || 44.156    ||
||                        S.D.| 20.558  | 23.256  | 29.496  || 29.171    ||
||                            |         |         |         ||           ||
|| BLACK+MEX+PRICAN         N|   1483  |   1384  |    312  ||    3179   ||
||                        ROW%|  46.65%|  43.54%|   9.81%|| 100.00%||
||                        COL%|  46.56%|  15.17%|   6.81%||  16.82%||
||                        MEAN| 28.032  | 39.416  | 59.613  || 36.029    ||
||                        S.D.| 27.576  | 28.694  | 32.697  || 30.080    ||
||                            |         |         |         ||           ||
==============================================================================
||                            |         |         |         ||           ||
|| TOTAL                    N|   3185  |   9125  |   4579  ||   16889   ||
||                        ROW%|  18.86%|  54.03%|  27.11%|| 100.00%||
||                        COL%| 100.00%| 100.00%| 100.00%|| 100.00%||
||                        MEAN| 26.774  | 36.784  | 65.297  || 42.626    ||
||                        S.D.| 24.109  | 24.186  | 29.774  || 29.516    ||
||                            |         |         |         ||           ||
==============================================================================
```

Table 11-9

MEAN RATING OF DISCIPLINE PROBLEMS IN STUDENT'S SCHOOL

		SCHOOL SES LOW	SCHOOL MID SES	SCHOOL HIGH SES	TOTAL
WHITE+ASIAN+AM	N	2764	13071	6731	22566
	ROW%	12.25%	57.92%	29.83%	100.00%
	COL%	55.29%	85.83%	93.03%	82.17%
	MEAN	1.7988	1.7921	1.9794	1.8488
	S.D.	0.2005	0.1885	0.2825	0.2378
BLACK+MEX+PRICAN	N	2235	2158	504	4897
	ROW%	45.64%	44.07%	10.29%	100.00%
	COL%	44.71%	14.17%	6.97%	17.83%
	MEAN	1.7455	1.7739	1.9428	1.7783
	S.D.	0.1905	0.1868	0.2653	0.2061
TOTAL	N	4999	15229	7235	27463
	ROW%	18.20%	55.45%	26.34%	100.00%
	COL%	100.00%	100.00%	100.00%	100.00%
	MEAN	1.7750	1.7896	1.9768	1.8362
	S.D.	0.1978	0.1884	0.2815	0.2341

composed of Blacks, Mexican-Americans, and Puerto Ricans, (2) low or high SES background, and (3) whether they attend a low or high SES integrated school. Contrasts among the eight groups defined by the above dimensions with respect to gains were carried out while controlling for all five pre-tests and selected school quality variables.

Table 11-10 presents the results of these regressions. It also enables one to make a number of contrasts by achievement area among groups varying by patterns of ethnicity, family SES, and SES of the school attended. In addition, contrasts with respect to gains can be compared under different control conditions. The baseline control condition estimates differential group gains net of all five pre-test scores and whether or not an individual attended an integrated school. Since the earlier discussed two-way tables indicated that access was similar for ethnic groups within school SES categories, contrasts with respect to gains between ethnic/family SES groups at a given school SES level are particularly relevant.

Block A in Table 11-10 shows the contrasts between each of the labeled groups and the baseline group, which consists of minority and low family SES students in low SES schools. The estimates are net of the five pre-tests and whether or not the individual attended an integrated school.

Block B estimates the gains net of the pre-test scores, school integration, and mother's educational expectations for the student. When going from Block A to Block B, estimates of gains for a particular group reflect the impact of controlling for mother's educational expectations for the child.

In addition to the previous control variables, Block C shows the gains by groups after controlling for access, as measured by the number of advanced course offerings. Differences between Block B and Block C reflect the impact of differential access. However, since the previous descriptive analysis showed a relatively high relationship between the school SES and the number of advanced offerings, one would not expect to find significant changes when going from Block B to Block C. Since school SES is a design or grouping variable, much of the effect of number of advanced courses is already controlled for.

Comparisons between Block D and Block C indicates the possible differential impact of involvement in the educational process, as measured by number of non-remedial courses taken and amount of homework done. It would seem possible that while advanced course offerings may be equally available within schools at the same SES level, groups characterized by differing SES backgrounds and ethnicity may demonstrate differential willingness to take these courses. When comparing Block C and Block D, changes in group gains should reflect the latter possibility.

TABLE 11-10

CONTRASTS IN TERMS OF RAW SCORE POINTS BETWEENS WHITES AND MINORITIES HIGH AND LOW INDIVIDUALS WHO ATTEND LOW SES OR HIGH SES SCHOOLS

GROUPS				BLOCK A CONTROLLING FOR BASE YEAR ACHIEVEMENT SCORES AND ATTENDANCE AT AN INTEGRATED SCHOOL					BLOCK B CONSTRASTS CONTROLLING FOR BLOCK A PLUS MOTHER'S EDUCATIONAL ASPIRATIONS					BLOCK C CONTRASTS CONTROLLING FOR BLOCKS A & B VARIABLES AND ADVANCED COURSE OFFERINGS (ACCESS)					BLOCK D CONTRASTS CONTROLLING FOR BLOCKS A, B, & C PLUS INVOLVEMENT IN SCHOOL PROCESS AS MEASURED BY NUMBER OF NONREMEDIAL COURSES TAKEN AND HOURS SPENT ON HOMEWORK				
ETHNICITY	FAMILY SES²	SCHOOL SES²		RAW SCORE VOC	READ	MATH	SCIE	WRIT	VOC	READ	MATH	SCIE	WRIT	VOC	READ	MATH	SCIE	WRIT	VOC	READ	MATH	SCIE	WRIT
W	L	L	(1)	.75*	-.02	-.40	.90*	.47*	.95*	.12	.22	.99*	.69*	.96*	.12	.23	.99	.70*	1.04*	.18	.18	1.02*	.81*
M	H	L	(2)	.09	.04	.00	.00	-.08	-.03	-.05	-.39	-.05	-.22	-.06	-.05	-.43	-.07	-.24	-.05	.04	-.62	-.09	-.23
W	H	L	(3)	1.20*	.12	.36	1.08*	.42	1.29*	.18	.63	1.11*	.52	1.29*	.18	.63	1.11	.52	1.37*	.25	.79	1.14*	.64*
M	L	H	(4)	.24	.16	-.60	.02	-.07	.29	.20	-.42	.04	.00	.17	.22	-.62	-.04	-.11	.22	.27	-.10	.03	-.02
W	L	H	(5)	.79*	-.31	-.02	.85	.54*	.97*	-.19	.54	.93*	.74*	.86*	-.17	.36	.85	.65*	.92*	-.11	.50	.94*	.75*
M	H	H	(6)	1.04*	.06	.82	.51	.45	.99*	.03	.67	.49	.39	.88*	.05	.47	.41	.29	.81	.00	.14	.46	.20
W	H	H	(7)	1.12*	-.17	1.12*	1.11*	.51*	1.19*	-.13	1.31*	1.14	.58*	1.06	-.11	1.11*	1.06	.48*	1.08	-.10	1.09*	1.14*	.49*

[1] ALL CONTRASTS ARE WITH MINORITY LOW SES INDIVIDUALS ATTENDING LOW SES SCHOOLS. THE MINORITY GROUPS CONSIST OF BLACKS, MEXICAN AMERICANS AND PUERTO RICANS.

[2] FAMILY SES WAS DEFINED AS THOSE INDIVIDUALS IN THE TOP 30% OF THE TOTAL SES DISTRIBUTION (HIGH SES) OR THE LOW 30% (LOW SES). SIMILAR CUTS WERE MADE WITH RESPECT TO THE SCHOOL DISTRIBUTION.

[3] AN INTEGRATED SCHOOL IS DEFINED AS BETWEEN 50% TO 94% WHITE OR 6% TO 49% MINORITY.

[4] THE NUMBER OF NONREMEDIAL COURSES IS TAILORED TO EACH OUTCOME. FOR EXAMPLE, NUMBER OF NONREMEDIAL COURSES IN MATHEMATICS IS USED FOR MATHEMATICS GAINS, ETC.

* INDICATES THE STARRED GROUPS ESTIMATE OF GAIN DIFFERS FROM THAT OF THE BASELINE GROUPS (MLL) BY AT LEAST FOUR STANDARD ERRORS.

The results in Table 11-10 under all four control conditions (blocks) suggest that, regardless of ethnicity, family SES or school SES, there is little or no difference in gains in reading or mathematics for all subgroups. The summary table below shows the group gain contrasts in terms of pre-test standard deviation units by achievement area under the Block D control conditions.

Gains in Terms of Pre-Test Standard Deviation Units

Groups	Vocabulary	Reading	Mathematics	Science	Writing
WLL (1)	.20	.04	.05	.23	.16
MHL (2)	-.01	.00	-.06	-.02	-.05
WHL (3)	.29	.05	.08	.25	.13
MHL (4)	.05	.07	-.02	.01	-.01
WLH (5)	.17	-.05	.03	.19	.14
MHH (6)	.18	-.01	.01	.09	.03
WHH (7)	.21	-.04	.11	.25	.09

These results suggest that, through Chapter 1, special state and federal programs and/or their own local programs have kept the achievement differential between ethnic and SES groups in reading and mathematics from increasing during the last two years of high school.

Inspection of the Block D results in terms of standard deviation units suggests that minority students from high SES families who attend low SES schools do relatively poorly with respect to gains in vocabulary and science when compared with high SES Whites who also attend low SES schools. There is little difference between these two groups (or, for that matter, any other group) in basic skills (reading and mathematics), but relatively large differences in language development and general scientific knowledge areas. It would seem that high SES minority individuals are at a disadvantage, compared to Whites with similar SES backgrounds, in those achievement areas that are less likely to be targeted by the school systems. It is possible that the minority family educational support system is less able (compared to high SES White families) to fill in the gap and provide the home educational environment to compensate for those areas that the schools may not have the time or the money to emphasize. Parents as teachers would still appear to be more of a White middle-class rather than a minority phenomenon.

This interpretation is consistent with the structure coefficients (see Table 11-3 or 11-4) associated with the vocabulary gains. The largest non-pre-test structure coefficients associated with gains in vocabulary were, in order of importance: (1) study aids in the home, (2) percent White, (3) amount of homework done, (4) locus of control, (5) amount of outside reading, (6) non-school related learning, (7) school SES, and (8) level of parental interest in student's school progress.

The science structure coefficients were generally lower and were, in order of importance: (1) percentage of students in the academic program, (2) number of advanced offerings, (3) attending a Catholic rather than a public school, (4) hours worked for pay--negatively related, (5) teacher turnover--negatively related, and (6) student's report of the level of parental involvement in their education. It would seem that the overall academic climate of the school is basic to science gains.

High family SES minority students who attend high SES schools show bigger gains than their fellow minority students who attend low SES schools in vocabulary and, to a lesser extent, in science. This suggests that in the non-targeted general knowledge areas such as vocabulary and general science, the overall quality of the school experience becomes important in bringing about gains. As pointed out earlier in the descriptive analysis, both quantity and quality of course work is related to the SES of the school. Conversely, in the targeted basic skills areas, attending a high SES school seems to have little value-added impact on increasing gains.

In the writing area, there are similar but more attenuated patterns of gains among the ethnic/SES groups.

E. SUMMARY

In summary:

- Student school behavior measures had the largest effect on gains independent of inputs for both vocabulary and mathematics. The key variables were number of non-remedial courses taken in mathematics, science, and foreign languages, and the amount of homework done.

- Academic emphasis measures had relatively large effects on gains (independent of inputs) in almost all achievement areas. The key academic emphasis variables were number of advanced course offerings and the percentage of the student body in the academic program. The major school effect contributors to gain were the type of courses offered and whether or not the student chose to take them.
.

- In the basic skills areas of reading and mathematics (which have traditionally been targets for federal and local programs), the expected differential growth rates between minorities and Whites, low SES, and high SES groups did not materialize. Differences in gains in these basic skills between students attending low SES and high SES schools were also negligible.

- In the typically non-targeted areas of vocabulary and science, White-minority differences in gain in favor of the Whites appear within all school and family SES levels. This result is probably due to the increased importance of the family, parent, or peers as teachers in the areas not specifically targeted by the school.

- Minority group members from high SES families show greater gains in non-targeted areas than their high SES minority counterparts in low SES schools. This incremental gain is primarily due to differences in school quality between high and low SES schools.

- Within a given school, there does not seem to be any obvious problems with respect to equality of access to either advanced course offerings or to remedial work. However, school SES is related to both the number of courses and students' reports of the quality of course offerings. Access to quality schools, however, strongly favors the White majority students. Approximately 12 percent of the White students attend low SES schools, while approximately 46 percent of the minorities are in low SES schools. It is fortunate that, for many minority students, basic skills programs in mathematics and reading appear to be alive and well in low SES schools.

Increasing both the access to, and the standards for, the quantity and quality of course work in the "new basics" would appear to promote the equality of gains for all SES and ethnic groups. The schools have done a relatively good job of bringing us to the point where there is little difference in the gains between minorities and Whites in both mathematics and reading. Unfortunately, the differential gains in favor of Whites in both vocabulary and science net of course-taking behavior suggests an increasing gap between the groups in these areas.

The fact that low SES minority students in low SES schools have been able to gain as much in mathematics and reading as their counterparts in high SES schools suggests that curriculum and teaching emphasis can overcome, to a great extent, deficits in the home educational support system in these achievement areas. The important question, as well as challenge, for the school system is: Can the schools bring about the same equality of gains in other achievement areas--areas that are more likely to be influenced by the home and peer group memberships? Language development areas such as vocabulary and general scientific knowledge, as measured by the science test, would seem to be prime areas for targeting by low SES schools.

Chapter 12

AN ANALYSIS OF SCHOOL EFFECTS USING AN EMPIRICAL BAYES APPROACH

A. INTRODUCTION

The analysis reported here uses a multi-level approach to estimate the relationship between post-test scores and pre-test scores (as well as other student characteristics) in a given school and how these relationships may vary systematically as a function of certain school level characteristics. Empirical Bayes methods (Rubin, 1980; Braun, et al., 1983) are well-suited to such a multi-level analysis and are the principal tool employed. As will become clear in this chapter, empirical Bayes estimation of within-school regression planes can be carried out in a framework in which the structural relationships between school characteristics and these regression planes can be explicitly estimated as well.

The notion of analyzing individual characteristics and their relationships in the context of their environment is not new. According to Eulau (1969), the theory was already current in sociology more than forty years ago, although the empirical tools available were insufficient for the task at that time. The recent text by Boyd and Iversen (1979) and the comprehensive review by Burstein (1980) provide both historical background and informative critiques of various attempts to carry out multi-level analysis.

Suppose we are concerned (as we are here) with the relationship between student's score on some subject matter test (Y) as a senior and the score on the same subject matter test (X) determined at the beginning of the sophomore year. The standard regression model would take the form:

$$Y = \beta_0 + \beta_1 X_{ij} + \varepsilon_{ij} \qquad i = 1,\ldots,m;\ j=1,\ldots,n$$

where β_0 and β_1 are known parameters to be estimated and the ε_{ij} is assumed to represent unexplained random variation. The subscript i indexes schools, while j indexes students within schools.

In contextual analysis, we are not usually satisfied with just estimating the parameters of the above equation for each school separately. We would also like to study how this relationship may vary with various school characteristics. We will suppose in this example that there are two such variables available to the statistician. One is simply the aggregate version of the students' score X. The usual choice here is $\bar{X}$, the mean score of X in school i. A third variable could be a measure of per capita spending in the school district (Z). The variable, of course, has no counterpart on the student level. The augmented regression model might take the following form:

$$Y = \beta_0 + \beta_1 X + \beta_2 \overline{X} + \beta_3 Z + \beta_4 X\overline{X} + \beta_5 XZ + \varepsilon \qquad (1)$$

Such a model not only examines the effects of student and school level variables, but also their interaction. In other words, the role of the individual variable is modified by the nature of the environment in which it operates.

Empirical Bayes models provide a different approach to fitting flexible models as in (1), yielding more easily interpretable results. The basic idea is to use a hierarchical representation for the model: the first level is the usual within-school regression, employing only student level data as predictors of student performance. The second level is a cross-school regression in which the criterion is the vector of regression coefficients from the within-school regression and the predictors are various school-level (aggregate) measures.

For this contextual analysis we used only a subset of the variables and data available. The within-school regression takes the form (suppressing school and student indices for convenience):

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon, \qquad (2)$$

where

Y = post-test score
X_1 = pre-test score
X_2 = number of courses taken in subject area
X_3 = SES measure
X_4 = locus of control measure,

and

$\varepsilon \sim N(0, \sigma^2)$ independently across students.

Let $\underline{\beta} = (\beta_0, \beta_1, \beta_2, \beta_3, \beta_4)'$ Then the across-school takes the form:

$$\underline{\beta} = \underline{\gamma}\ \underline{Z} + \underline{\theta}, \qquad (3)$$

where

$\underline{Z}$ = vector of school-level predictors
$\underline{\gamma}$ = matrix of coefficients

and

$\underline{\theta} \sim \text{MVN}\ (\underline{0}, \underline{\Sigma})$ independently across schools.

The school-level predictors are:

Z_0 = constant (unity)
Z_1 = percent of student population White
Z_2 = number of advanced offerings
Z_3 = number of discipline problems in school
Z_4 = school rating of academic instruction
Z_5 = public or private (Catholic) school
Z_6 = SES measure
Z_7 = mean score on pre-test in school.

Equations (2) and (3) comprise the empirical Bayes model. Maximum likelihood estimates of $\underline{\beta}$, $\underline{\gamma}$, σ^2 and $\underline{\Sigma}$ are obtained simultaneously by employing the E-M algorithm (Dempster, et al., 1977). Attention usually focuses on $\underline{\hat{\beta}}$ and $\underline{\hat{\gamma}}$. It should be noted that the empirical Bayes estimate, $\underline{\hat{\beta}}$, of the within-school regression coefficients can be represented as

$$\underline{\hat{\beta}} = (\underline{\hat{P}}_{LS} + \underline{\hat{P}}_{EB})^{-1}[\underline{\hat{P}}_{LS}\,\underline{\hat{\beta}}_{LS} + \hat{P}_{EB}\,\underline{\hat{\gamma}}\,\underline{Z}],$$

i.e., a weighted average of the least squares estimate of $\underline{\beta}$ and the value of $\underline{\beta}$ corresponding to the typical school with the same vector of school-level characteristics, $\underline{Z}$, as the given school. The weights are proportional to the sizes of the estimated precision matrices of $\underline{\hat{\beta}}_{LS}$ and $\underline{\gamma}\,\underline{Z}$. In effect $\underline{\hat{\beta}}_{LS}$ is "shrunk" toward the point $\underline{\gamma}\,\underline{Z}$ on the estimated regression plane in (3). The amount of shrinking depends on how well-determined the least squares estimate and the regression plane are.

Empirical Bayes regression estimates tend to be more stable in cross-validation than the corresponding least squares regression estimates (Rubin, 1980; Braun, et al., 1983). One consequence is that the empirical Bayes estimates of the coefficient of a particular variable will exhibit less dispersion than the least squares estimates. Moreover, the second level of the model enables us to generate an estimate of the regression plane for any school, given its Z-vectors of characteristics. We make strong use of this capability later in the analysis when we construct various profiles of schools typical of different classes of schools and compare their estimated regression planes, thus obviating the necessity of identifying particular schools within the class as typical.

B. DATA

The characteristics of the High School and Beyond sample are described elsewhere (Jones, et al.). For this study, the approximately 1000 schools were stratified into three SES classes and a proportional random sample was drawn from each class, totalling 200 schools in all. Only students in these 200 schools with complete data on the selected variables were employed in the empirical Bayes estimation procedures and only regressions involving three tests, vocabulary, mathematics, and science, were studied.

C. ANALYSIS

The estimate of the γ-matrix for the analysis of vocabulary scores is presented below:

$$\overset{\underline{\hat{\beta}}}{\begin{bmatrix}\hat{\beta}_0\\ \hat{\beta}_1\\ \hat{\beta}_2\\ \hat{\beta}_3\\ \hat{\beta}_4\end{bmatrix}} = \overset{\underline{\hat{\gamma}}\text{VOCAB}}{\begin{bmatrix}\text{PSEU-COV} & \text{\% WHITE} & \text{ADV OFFR} & \text{DIS PROB} & \text{RAT INST} & \text{PUBLIC} & \text{SCHL SES} & \text{PRE MEAN}\\ 1.9480 & 0.7056 & 0.4397 & 0.5687 & -0.2372 & -0.6295 & 0.5903 & -0.0428\\ 0.7665 & -0.0127 & -0.0027 & 0.0161 & -0.0010 & 0.0093 & -0.0314 & -0.0491\\ 0.5500 & 0.0162 & -0.0254 & 0.0179 & -0.0914 & -0.0426 & 0.0275 & -0.0350\\ 0.3984 & -0.0241 & 0.1388 & -0.1171 & 0.1390 & 0.0562 & -0.1923 & 0.0656\\ 0.7527 & -0.1952 & -0.1583 & -0.2445 & 0.1434 & 0.1929 & -0.1123 & 0.2303\end{bmatrix}} \overset{\underline{Z}}{\begin{bmatrix}Z_1\\ Z_2\\ Z_3\\ Z_4\\ Z_5\\ Z_6\\ Z_7\end{bmatrix}}$$

Thus the estimate of the first component of $\underline{\hat{\beta}}$ for a particular school, the intercept $\hat{\beta}_0$, is obtained by multiplying the first row of $\hat{\gamma}_{VOCAB}$ against the vector $\underline{Z}$ of school-level covariates. The school-level covariates were standardized for the empirical Bayes analysis. It is rather difficult to get a clear picture from an inspection of $\underline{\hat{\gamma}}$ alone of how the school-level variables affect the relationship between post-test scores and the various individual level covariates. In part, the difficulty is due to colinearity among these covariates. One way around this problem is to derive the prediction equations for various kinds of schools and note differences and similarities.

For this purpose, the original sample of nearly 1,000 schools was organized in a 2x3 contingency table of school sector x school SES level;

		SES		
		LOW	MED	HIGH
SECTOR	PUBLIC	54	81	24
	CATHOLIC	6	9	26

Each entry in the table is the number of sample schools in each cell. A "typical" school for each cell (leaving out the middle SES schools) was obtained by taking the average component-wise of the Z-vectors of the schools in the cell. This typical Z-vector was then multiplied against $\underline{\hat{\gamma}}_{VOCAB}$ to produce a vector of regression coefficients that can be thought of as typical of schools in that cell. Vectors for four typical schools are displayed below:

	PUB LOW	PUB HIGH	CATH LOW	CATH HIGH
PSEUDO	0.1819	2.9133	1.8773	4.8141
PRE-TEST	0.8562	0.6890	0.8392	0.6687
NR COURS	0.5722	0.4919	0.6001	0.5521
SES BY	0.4867	0.3867	0.3448	0.1356
LOC CN B	1.0052	0.7097	0.5336	0.1814

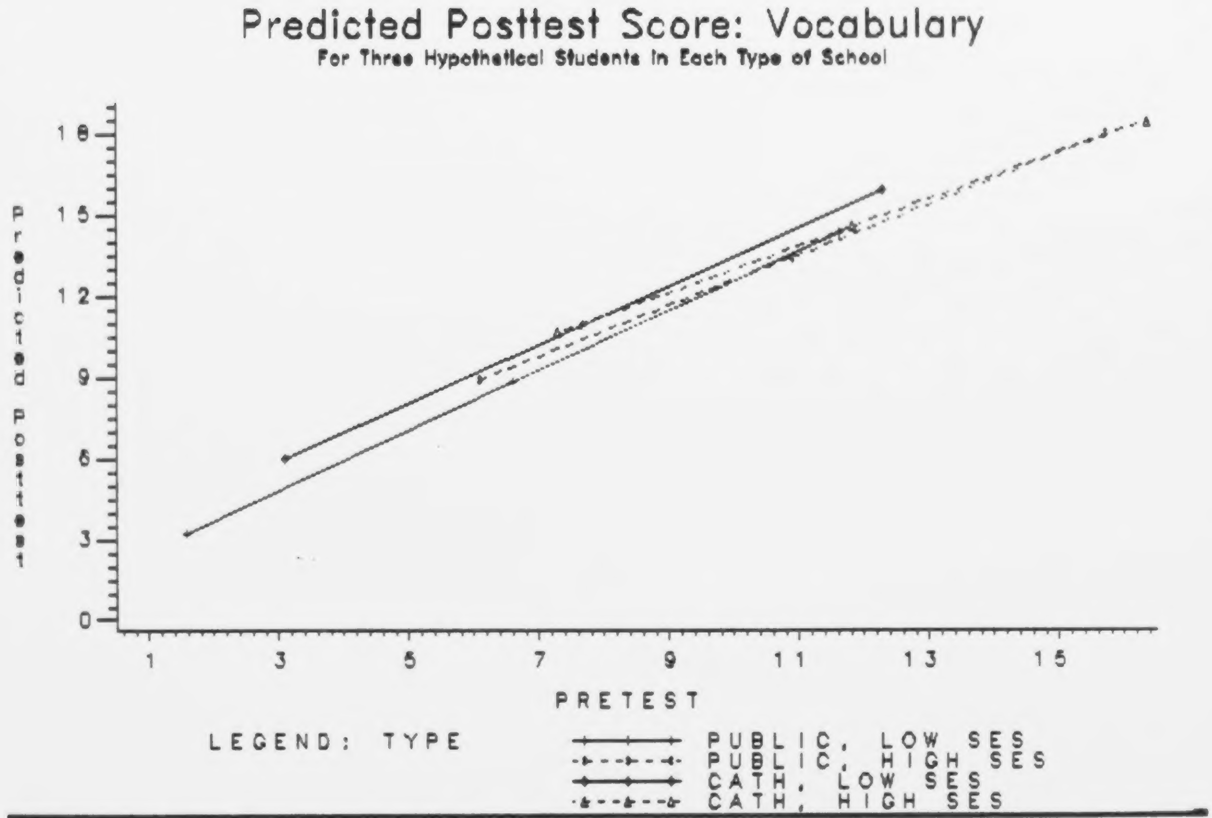
We note some interesting patterns among the coefficients. The low SES schools have steeper slopes but lower intercepts than the high SES schools. In particular, the regression of post-test on pre-test is stronger in the low SES schools. It can be deduced from more detailed study of $\underline{\gamma}$ that these differences arise principally because of differences in two school-level variables: school SES and mean score on pre-test, suggesting the presence of a ceiling effect.

Another approach to understanding differences among schools is to plot the regression planes for the different schools and observe differences in the region of interest for student-level data. Unfortunately, the dimensionality of the data precludes full adoption of this suggestion. Nonetheless, we can develop a two-dimensional approximation.

For each of the four cells, the two sectors and the two extreme SES cells, we identify three student composites: one with student variable values equal to the average over all students in the cell, one with values equal to one standard deviation below the average for all students in the cell, and one with values equal to one standard deviation above the average for all students. For each of these three "students," the post-test score is computed and plotted against the pre-test score value for that student. (Thus all the explanatory variables contribute to the calculation of the criterion, but the result is graphed against only one of the variables.) Figure 12-1 contains the results for the vocabulary examination. The plotted lines show a remarkable resemblance, suggesting that in the region of interest, the relationship between the post-test score and the student-level variables is effectively the same.

The results for the mathematics and science tests were similar to those for vocabulary, perhaps leaning more in the direction of homogeneity of prediction planes across schools. The $\underline{\gamma}$-matrices for the two tests are presented below:

Figure 12-1


Predicted Posttest Score: Vocabulary
For Three Hypothetical Students In Each Type of School
Predicted Posttest
0
3
6
9
12
15
18
1
3
5
7
9
11
13
15
PRETEST
LEGEND: TYPE
PUBLIC, LOW SES
PUBLIC, HIGH SES
CATH, LOW SES
CATH, HIGH SES

Y_MATH

	PSEU-COV	% WHITE	ADV OFFER	DIS PROB	RAT INST	PUBLIC	SCHL SES	PRE MEAN
PSEUDO	0.6490	0.8126	1.0111	-0.0868	-0.6649	0.4397	1,8200	-1.1633
PRETEST	0.7161	-0.0331	-0.0194	-0.0174	0.0021	0.0133	-0.0126	0.0573
NR COURS	2.0596	0.1531	0.2301	0.1542	0.0356	0.0850	0.2585	-0.5793
SES BY	0.4844	-0.0122	-0.0522	-0.1708	-0.0007	-0.2402	-0.1886	0.1870
LOC CN B	0.4856	-0.1346	-0.4541	0.0410	0.3057	-0.1829	-0.6423	0.5504

Y_SCIENCE

	PSEU-COV	% WHITE	ADV OFFER	DIS PROB	RAT INST	PUBLIC	SCHL SES	PRE MEAN
PSEUDO	2.4505	0.6001	0.1624	-0.8222	0.3087	-1.0344	0.6851	-0.0812
PRETEST	0.7116	-0.0357	0.0129	0.0338	-0.0157	0.0496	-0.0223	0.0082
NR COURS	0.3396	0.0678	0.0140	0.0410	0.0111	-0.0594	0.0401	-0.0916
SES BY	0.3172	-0.0408	-0.1584	-0.03003	0.1215	-0.1443	0.2418	-0.0660
LOC CN B	0.1845	-0.1098	-0.1067	0.1970	-0.1104	0.2054	-0.1663	0.1159

The coefficients of the prediction equations for typical schools in four cells of the school sector x SES matrix are also presented:

MATH

	PUB LOW	PUB HIGH	CATH LOW	CATH HIGH
PSEUDO	-0.7789	3.2767	-3.1448	0.9599
PRETEST	0.7235	0.7212	0.7010	0.6887
NR COURS	2.0954	2.2400	1.8470	2.0034
SES BY	0.4829	0.2153	0.9007	0.6195
LOC CN B	0.7358	-0.3506	1.6669	0.6584

SCIENCE

	PUB LOW	PUB HIGH	CATH LOW	CATH HIGH
PSEUDO	0.7812	3.2641	2.4114	4.9294
PRETEST	0.7720	0.7051	0.6923	0.6119
NR COURS	0.2587	0.3405	0.4551	0.5407
SES BY	0.1931	0.4025	0.3440	0.5501
LOC CN B	0.5066	-0.0205	0.1652	-0.2990

We note that for mathematics, the slopes on pre-test are nearly identical and the slopes on number of courses offered are quite similar.

On the other hand, for science the slopes on pre-test, while similar, more clearly exhibit a pattern similar to vocabulary, with the typical low SES school having a slightly higher slope than the typical high SES school within each school sector. Figures 12-2 and 12-3 display plots of post-test scores (calculated for three composite students and based on all four student-level variables) plotted against the corresponding pre-test scores. In each figure, the regression lines are remarkably similar.

This inference is buttressed by the results of a discriminant analysis that was run on the 110 schools in the 4-school sector x SES cells. The within-school vectors of regression coefficients, estimated by empirical Bayes, were the school characteristics analyzed. A two-dimensional discriminant analysis yielded correct classifications slightly more than 75 percent of the time. A discriminant analysis on the vectors of regression coefficients was also run for the other two tests. The percent correctly classified was 31% for mathematics and 64% for science.

The above analysis has proved disappointing, in some sense, because of the apparent homogeneity of the regression planes across a variety of schools. Another approach is to try to identify atypical schools and then to study their characteristics for clues to their atypicality. To this end, we focussed on the intercept and the coefficient of pre-test of each school's regression plane for a given test. The distribution of intercepts was tabulated and divided into thirds, labelled LO, MED, and HI. The distribution of slopes was treated similarly. Ignoring the intermediate category, a 2x2 table was constructed and the appropriate counts determined. These are presented below:

SLOPE		VOCABULARY		MATHEMATICS		SCIENCE	
	LO	2	40	23	12	0	49
	HI	40	1	13	21	40	0
		LO	HI	LO	HI	LO	HI
		INTERCEPT		INTERCEPT		INTERCEPT	

We note that for the vocabulary and science tests there are very few, if any, schools that are simultaneously low or simultaneously high on both coefficients, indicating that there are no exceptional schools for these tests. For mathematics, however, the situation is quite different, with a fair number of exceptional schools (of two kinds) in evidence. A discriminant analysis suggests that the exceptionally good

Figure 12-2

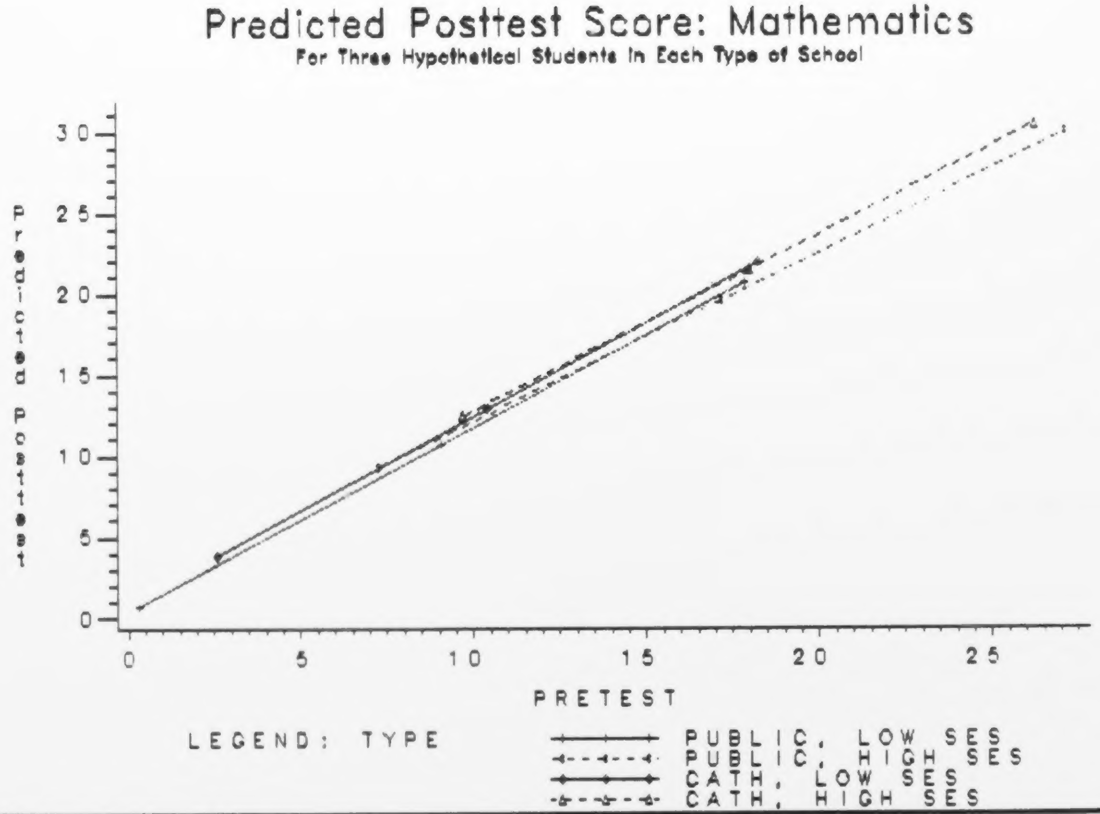
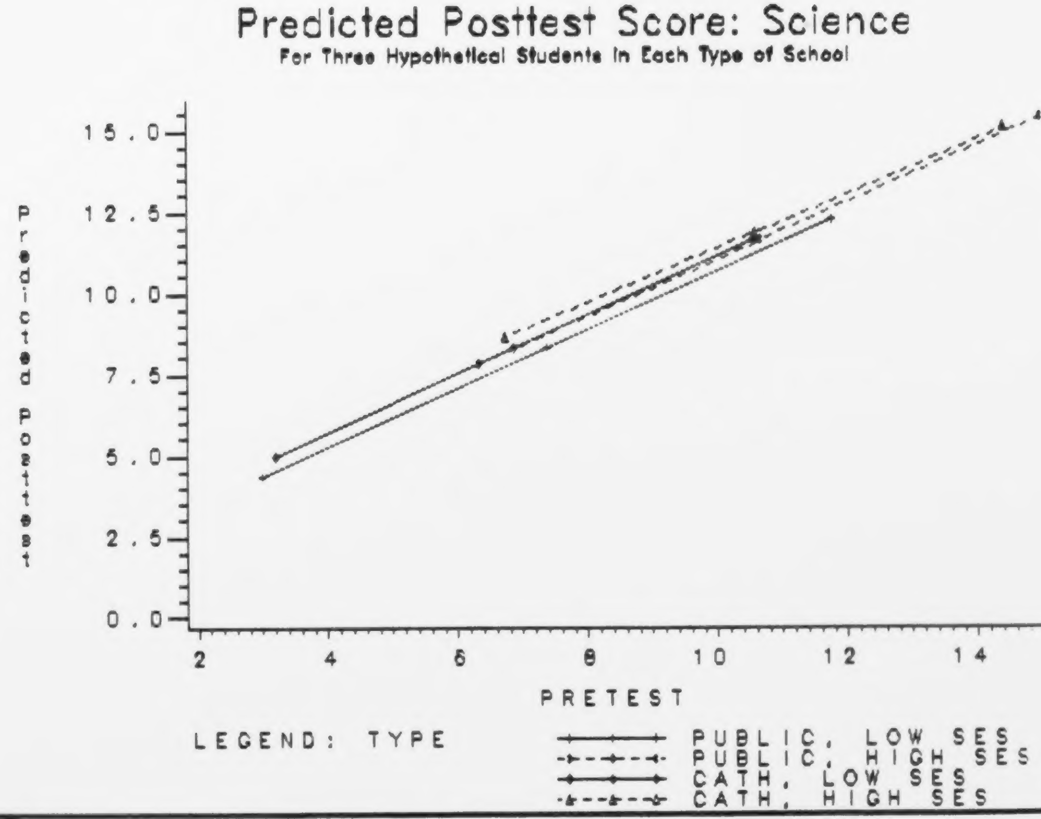

Predicted Posttest Score: Mathematics
For Three Hypothetical Students In Each Type of School
Predicted Posttest
0
5
10
15
20
25
30
PRETEST
0
5
10
15
20
25
LEGEND: TYPE
PUBLIC, LOW SES
PUBLIC, HIGH SES
CATH, LOW SES
CATH, HIGH SES

Figure 12-3


Predicted Posttest Score: Science
For Three Hypothetical Students In Each Type of School
Predicted Posttest
15.0
12.5
10.0
7.5
5.0
2.5
0.0
2
4
6
8
10
12
14
PRETEST
LEGEND: TYPE
PUBLIC, LOW SES
PUBLIC, HIGH SES
CATH, LOW SES
CATH, HIGH SES

schools (steep slope and high intercept) can be distinguished by the amount of advanced course offerings, higher pre-test scores, and fewer discipline problems.

D. CONCLUSIONS

A hierarchical empirical Bayes procedure was used to estimate within school regressions as well as their relationship to school characteristics. The within-school regressions were a weighted combination of both within-school information and between-school information, where the weights were inversely proportional to the variance of the within- and between-school estimators. Thus, the within-school regressions were shrunk towards a hyperplane defined by the characteristics of each school and the overall pattern of within-school regressions. These analyses were carried out for mathematics, science, and vocabulary.

The results suggest that:

- In science and vocabulary the within-school slopes of post-test on pre-test were highly confounded with the school intercept. This finding suggests the possibility of a test ceiling effect or that the science and vocabulary areas may be less curriculum-sensitive and/or may depend more on the input abilities.

- In mathematics, the within-school slopes of post-test on pre-test were more independent of the intercepts, suggesting that growth in mathematics may be more sensitive to curriculum than is growth in science and vocabulary.

- In the mathematics area, a discriminant analysis was run using school characteristics to discriminate among groups of schools characterized by steep vs. flat slopes and/or high or low intercepts. The results of this analysis suggested that those schools with more disciplinary problems tended to be schools characterized by both low intercepts and flat slopes. Schools with high intercepts and high slopes tended to offer more advanced courses and to have higher pre-test scores and a relatively low frequency of disciplinary problems.

- For all three tests, the regression equations for schools typical of different school types (public/Catholic and low/high SES) yielded very similar predicted post-test scores for a given set of student level inputs.

Chapter 13

SUMMARY AND POLICY IMPLICATIONS

This project, the second part of A Study of High School Excellence funded by the Center for Statistics (CS), was designed to relate changes in the cognitive achievement and social development of high school students to their school experience during their last two years of high school. The study revealed that students made significant gains in all tested areas--vocabulary, reading, mathematics, science and writing--between their sophomore and senior years in high school. These gains were observed for all major racial/ethnic groups. They were greatest for students who: 1) enrolled in an academic curriculum, 2) attended a school with a strong academic emphasis and a positive school climate, and 3) took a large number of non-remedial courses in the "New Basics." The major findings of this study, their relationship to the cross-sectional study, and the policy implications of the longitudinal study are reported below.

A. SUMMARY OF STUDY FINDINGS

1. Student and Family Background Characteristics in the Sophomore Year

It is estimated that in 1980, 76 percent of high school sophomores were White, 13 percent were Black, and 8 percent were Hispanic. Approximately 91 percent of these students were enrolled in public high schools, 6 percent in Catholic schools, and 3 percent in other private schools. About 70 percent of the sophomores lived with both natural parents, one-third had changed schools because their family had moved, and about 13 percent had repeated a grade. The average student reported that his or her parents kept close track of school progress, but parental involvement with the school was low. The average family provided a variety of both study aids in the home and opportunities for non-school learning. There were substantial variations on most of these measures, however, especially across socioeconomic groups.

Students who later became dropouts differed significantly from students who remained in school. In comparing their 1980 base-year characteristics, dropouts:

- had lower test scores and lower school grades;
- did less homework;
- had lower self-esteem and less sense of control over their lives;
- had more disciplinary problems in school;
- dated more frequently and spent more time driving and riding around; and

- had parents who were less likely to know what the students were doing.

The major reasons for dropping out of school, as reported by these individuals in 1982, were: did not like school (33 percent), poor grades (33 percent), offered a job and chose to work (20 percent), getting married (18 percent), and could not get along with teachers (16 percent). Nearly one-quarter of the female dropouts cited pregnancy as a reason for leaving school.

2. How Did Students Change in Their Last Two Years of High School?

Students underwent changes between their sophomore and senior years, including the following:

a. Student Behaviors

- A significant number of students moved out of the general curriculum into the vocational or academic curriculum during the last two years of high school. In their sophomore year, 43 percent of the students who stayed in high school were enrolled in the general curriculum and 19 percent in the vocational curriculum. By the senior year, 33 percent of the students reported participation in the general curriculum and 27 percent in the vocational curriculum.

- The average high school student earned about 22 Carnegie Units in grades 9-12. While the total number of units varied little across curriculum tracks, the average number of units earned in the "New Basics" ranged from 15.5 in the academic curriculum to 12 in the general education and 11 in the vocational education curriculum.[1] When remedial courses, functional level courses (such as general mathematics and functional biology), vocational mathematics, English courses, and ESL courses are excluded, academic students earned 13.7 units, compared to 9.4 units for general education students and 8.4 for vocational education students. There were racial/ethnic, gender and school type differences in course-taking behavior within each of these three curricular areas as well.

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[1] The "New Basics" include courses in English, mathematics, sciences, social studies, foreign languages, and computer science. Data are drawn from the transcript file, not from student self-reports of courses taken.

- The mean amount of homework done by students decreased slightly between the students' sophomore and senior years, but averaged only about four hours a week at both points in time.

- All types of school attendance problems (unexcused absences, tardiness, cutting classes, and suspension or probation) increased during the last two years of high school, but serious disciplinary problems decreased.

- Students were more likely to do paid work as seniors than as sophomores (64 versus 42 percent of the students), and to work more hours a week (approximately 16 hours per week in the senior year compared to 9 hours per week in the sophomore year). Attitudes toward work became more positive.

- Students watched less television as seniors (approximately 2 hours per day) than as sophomores (3 hours per day).

b. Post-High School Educational and Occupational Plans

- There was a downward shift in students' post-high school educational plans between the sophomore and senior year in high school. The percentage of students planning to enter a four-year college declined from 41 to 35 percent, while the percentage planning to enter an academic program in a two-year college rose from 6 to 10 percent. There was also a small shift upward in the proportion of students planning to work full-time directly after high school. The long-term educational plans of dropouts also decreased over the two-year period, but the typical dropout still intended to finish high school eventually.

- Long-term occupational aspirations also changed between the sophomore and senior year. The percentage of students aspiring to high level professional occupations decreased, while the proportion aspiring to lower level professional occupations, technical and managerial jobs, increased.

c. Attitudes and Values

- Students placed less importance as seniors than as sophomores on altruistic values, such as working to correct social and economic inequities or serving as a leader in the community.

- By 1982, self-concept became more positive for both stayers and for dropouts. Students who stayed in school showed an increased sense of control over their lives, but dropouts showed no change on the locus of control measure.

- Students were less likely to hold sex-role stereotyped attitudes as seniors than as sophomores.

d. Tested Achievement

Students made significant gains on all achievement tests between their sophomore and senior years in high school. The test score means and gains are summarized in Table 13-1.

Table 13-1

Changes in Tested Achievement for School Stayers, 1980-1982

Test	Mean Sophomore	Mean Senior	Estimated Difference
Vocabulary	9.02	11.17	2.15
Reading	7.16	8.54	1.38
Mathematics	13.43	15.43	2.00
Science	9.27	10.23	0.96
Writing	8.92	10.61	1.69

In most cases, the test score gains were greater for students in the academic curriculum than for students in the general and vocational curricula. There was no difference in gains by curriculum on the writing test, and there was little variation in gains by curriculum on the science test. This suggests that these two measures may be less sensitive indicators of the impact of some school processes than the other three tests.

Dropouts also showed gains in tested achievement (see Table 13-2). These gains were considerably smaller than those for individuals who remained in school, especially for mathematics.

Table 13-2

Change in Tested Achievement for High School Dropouts, 1980-1982

Test	Mean Sophomore	Mean Senior	Estimated Difference
Vocabulary	5.60	7.20	1.60
Reading	4.28	5.19	0.91
Mathematics	5.88	6.31	0.43
Science	6.51	7.15	0.64
Writing	5.41	6.71	1.30

3. Determinants of Achievement Gain

Different analytical approaches as well as different observational units of analysis were used in order to identify those factors that impacted achievement gains. The following summaries highlight the demographics, student behaviors and attitudes, and school processes found to impact gains either directly or indirectly. Indirect impact means that a particular variable (or class of variables) seems to affect changes in some other student behavior which was shown to have a direct impact on gains.

a. Relationship between Test Score Gains and Demographics

- 1980 to 1982 gains were observed in all achievement areas for both in-school students and dropouts. Relative gains were greater for those who remained in school than for those who dropped out.
- Gains were observed in all achievement areas for all major racial/ethnic groups who remained in school.
- Among in-school students, Whites gained relatively more than Blacks and Hispanics in vocabulary and science. There were no practical differences in gains between racial/ethnic groups in reading, mathematics and writing.
- Among in-school students, males gained relatively more than females in mathematics and science. Females gained more than males in writing.
- Dropping out of high school reduced the size of gains for all students, but the reduction varied by racial/ethnic and sex groups and by achievement area. Growth in general language development areas, such as vocabulary and reading, suffered the most for Blacks, Hispanics and women who dropped out. Some subgroups who dropped out showed no gains in mathematics, most notably Mexican-Americans.

b. Relationships between Gains and Family Educational Support Variables

- Mother's educational aspirations for her child had a positive direct impact on gains in vocabulary, mathematics and writing.
- Non-school related learning (such as travel, trips to museums, etc.) had a small positive direct impact on gains in vocabulary and science.

- In general, the family educational support variables had an indirect impact on gains "working through" student school behaviors which, in turn, had a direct impact on gains.

c. Relationship between Attitudes and Achievement Gains

- Locus of control--the belief that one's success or failure depends on one's own initiatives--was positively related to gains in vocabulary, reading and writing.

d. Relationships between School Characteristics, School Processes and Achievement Gains

For students who remained in school, several school process and school-related student behavior variables contributed to achievement gains.

- The academic emphasis of the school. Gains were greater in schools where a large percentage of students were enrolled in the academic curriculum and in schools which offered a large number of non-remedial courses in the "New Basics."

- The climate of the school. Students showed larger achievement gains in schools that reported few disciplinary problems and where a lack of parental interest in the school was not considered a problem.

- Student ratings of their schools. Students were asked to rate the quality of their teachers and of the instruction that they received. Achievement gains were greater in schools with higher average student ratings.

- Course exposure. In each achievement area, the number of courses that a student took beyond the remedial or functional level was positively related to test score gain.

- Homework. Other things being equal, students who did more homework showed greater test score gains.

- Curriculum. Students enrolled in the academic curriculum showed greater gains than did students enrolled in the general curriculum, and both groups did better than students in the vocational track. This is due primarily to variations in course-taking behavior by students in different curricula: The average number of non-remedial courses in the "New Basics" was highest in the academic curriculum, followed by the general and then by the vocational curricula.

B. RELATING THE TWO STUDIES

As indicated in the first chapter of this report, this longitudinal study is the second of two related studies of excellence in high school education. The earlier cross-sectional study (Rock et al., 1985b) compared individuals who were high school seniors in 1972 with individuals who were seniors in 1980. This cross-sectional study revealed a decline in tested achievement in vocabulary, reading and mathematics. Results also indicated that changes in students' school behaviors and in school characteristics were the major factors in the test score change. The changes that contributed most to the decline were: (1) a shift of students away from the academic curriculum, (2) a decrease in the number of semesters of social studies, science, and foreign languages taken by students, and (3) a drop in the amount of homework done. In addition, certain school characteristics, such as the dropout rate and the proportion of students enrolled in the academic curriculum, contributed to the test score decline. Population shifts had little effect on the test score decline.

1. Curriculum Choice

Both the cross-sectional and the longitudinal studies found that curriculum was strongly related to test scores. Students who entered the academic curriculum tended to have higher scores than students who entered the general and the vocational curricula. The cross-sectional study showed that the 1972-1980 shift of students away from the academic curriculum was a major factor in the test score decline. The longitudinal study showed that students who enrolled in the academic curriculum had greater test score gains than students in the other curricula. Much of this difference can be explained by variations in course-taking patterns in different curricula.

2. Course Taking

In the cross-sectional analysis, a drop in the frequency with which students reported taking "traditional" college-preparation courses such as foreign languages, science, and/or courses requiring laboratory work, contributed to test score decline. The longitudinal study of gains showed that, in each achievement area, larger gains were related to the number of non-remedial courses taken.

3. Homework

The amount of homework done by high school seniors declined between 1972 and 1980. This decline contributed to the cross-sectional test score decline. The longitudinal study showed that the amount of homework done was positively related to achievement gains in virtually all tested areas.

4. School Processes

A number of school processes appeared to contribute to the cross-sectional test score decline: an increase in the proportion of students who reported the need for a stronger academic emphasis in their high school, an increase in the percentage of schools with a high dropout rate, and a decrease in students' rating of the quality of their schools. In the longitudinal study, the academic emphasis of the high school, school climate, and student ratings of the quality of instruction in their schools contributed to achievement gains in the last two years of high school.

C. POLICY IMPLICATIONS

One of the major objectives of this study was to identify the impact of the last two years of high school on gains in tested achievement and to identify those school processes that contributed most to these gains. Our study shows that schools do make a difference. However, all students do not have equal access to the school processes that contribute most to test score gain.

1. Schools Do Make a Difference

First, students who stayed in high school until they graduated showed larger gains in all the areas of tested achievement than did dropouts. In addition, early dropouts who later participated in a GED or training program showed greater gains than did early dropouts who did not receive any further education.

Second, there are a set of identifiable school factors and school-related student behaviors that explain a significant portion of achievement gains for all students. Exposure to courses in the "New Basics," enrollment in an academic curriculum, and attendance in a school that provides academic emphasis and rigor and has a positive school climate are important factors contributing to gains in tested achievement. Other things being equal, these variables have a similar impact on achievement gains for all groups of students, whether White or Black, male or female, or enrolled in a public or in a Catholic school. These positive school processes, however, are more likely to be found in Catholic than in public schools.

Third, schools have been most effective in reducing differential achievement gains in reading and mathematics, content areas that are most sensitive to formal schooling. Schools have been less effective in reducing differential gains in vocabulary, probably because vocabulary is more influenced by family and peers.

Fourth, it appears that programs emphasizing basic skills in reading and, to a somewhat lesser extent, in mathematics, have been effective in halting the growth of the achievement gap between White and minority students and between students of different socioeconomic levels.

2. Access to School Processes Is Unequal

Unfortunately, access to the school processes that affect gain is not equal. Although access within schools does not appear to favor one racial/ethnic group over another, students attending schools with a low SES student population are exposed to a different set of educational opportunities than are students attending schools with a high SES population. For example, low SES schools have a smaller proportion of students enrolled in the academic curriculum; offer fewer advanced academic courses (particularly trigonometry, calculus, third and fourth years of a foreign language and Advanced Placement courses); require college preparatory students to take fewer mathematics, science and foreign language courses; have higher rates of absenteeism, suspension, and other disciplinary problems; report less parental interest in the school; have fewer students rating the quality of instruction highly; and have less money to spend on educational programs.

Who attends low SES schools? Blacks and other minority students are nearly four times as likely to attend these schools as are White students. In 1980, 12 percent of the White and 46 percent of the Black, Mexican-American, and Puerto Rican high school sophomores were enrolled in such schools. In contrast, 30 percent of the White and only 10 percent of the minority students attended schools with a high average SES student population. When students are grouped by racial/ethnic group and by school SES, there is no meaningful variation within school SES in any of the school variables discussed above. In fact, low SES minority students are likely to have more access to remedial education programs and slightly more access to academic courses than are low SES Whites.

3. What Kinds of Policies Do These Findings Suggest?

Educational policies should be directed toward improving schools and toward equalizing access to educational opportunities for all students. In particular, these policies should address school standards, special programs, access to educational programs, the role of the family in supporting learning, and the dropout problem.

- All students should receive solid preparation in the "New Basics"--English, mathematics, science, history and other social studies, and computer science.

- In addition to the "New Basics," students entering high school at an educational disadvantage should also receive remedial services. Schools must give consideration to how these students can obtain both basic skills and subject matter competencies in a four-year program.

- All students should have an equal opportunity to take advanced academic offerings, such as honors and Advanced Placement courses, calculus or other advanced mathematics courses, specialized science courses, etc. These opportunities could be provided in one of three ways. First, curricular offerings could be enriched in all schools so that students attending low SES schools have the same educational opportunities as students attending other schools. Second, in large communities, magnet schools could be created to provide specialized academic programs. Third, students could receive financial support (e.g., vouchers) to attend those public or private secondary schools or post-secondary institutions that already offer advanced academic courses.

The first approach may not be cost-effective, since these kinds of courses may be of interest to only a limited number of students in any school. Under the second and third approaches, however, only a limited number of students could have physical access to advanced academic programs. In addition, approaches that remove the most academically able students from the neighborhood high school could have negative consequences for the overall quality of instruction in the neighborhood school. For example, it might be difficult to attract good teachers for those schools whose student body consists primarily of non-college bound students.

- Regardless of the educational program offered, the best learning conditions and largest achievement gains are found in schools that set high expectations for their students (including the amount of homework required) and that maintain a positive school climate.

- This study has also shown the important role that families play in encouraging learning. Policies should be developed to strengthen the home educational support system, parental interest in the school and in the student's educational progress, and in providing a place to study and opportunities for non-school learning experiences. Policies should also be designed to help students develop the understanding that they can influence their future through their own educational efforts.

- Finally, this study identified the multi-faceted nature of the dropout problem. Students drop out of high school for different reasons and at different points in their high school career. Preventive policies need to differentiate among groups of potential dropouts--pregnant teenagers, students with pressing economic needs, students with school behavior problems, and/or students alienated from school in other ways. For some students, dropout prevention programs at the high school level come too late. Programs should be started when students first exhibit characteristics associated with high school attrition--low self-esteem, poor grades, attendance problems, and/or lack of family educational support. Family-school cooperation should be an integral part of dropout prevention at all grades. In addition, some dropouts may benefit from opportunities to continue their high school education in alternative settings or to obtain a high school diploma through alternative routes.

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APPENDIX A

APPENDIX A

Some of the population classification variables used in this report are self-explanatory while others need additional definition. Definitions and coding procedures for the latter are presented below.

SES - SES scores are based on an equally weighted composite consisting of father's and mother's education, father's occupation, family income and selected household items.

LOW SES - is the lower quartile of the SES composite scores.

MIDDLE SES - is the two middle quartiles of the SES composite scores.

HIGH SES - is the upper quartile of the SES composite scores.

RACE/ETHNICITY -

Individuals who responded to the Base Year (1980) Orgin/Descent question by indicating that they belonged to one of the four Hispanic groups (Mexican American, Puerto Rican, Cuban, and other Hispanic) were coded in these categories. Cubans and other Hispanics were combined in the group designated "Other Hispanics." In selected cross-tabs, Mexican-Americans, Puerto Ricans and other Hispanics were combined into a "Hispanic" category. Individuals who responded to the Base Year Race question by indicating that they were White, Black, Asian Americans or American Indians were coded in these categories. Individuals who did not respond to the Base Year questions on Orgin/Descent and Race were assigned to a racial/ethnic group from their responses to these questions in the First Follow-up Year (1982).

GEOGRAPHIC REGIONS - The four regions consisted of the following:

Northeast - New England and Middle Atlantic

Northcentral - East North Central and West North Central

South - South Atlantic, East South Central and

West South Central

West - Mountain and Pacific

CURRICULUM Self report in both 1980 and 1982

APPENDIX B

APPENDIX B

DEFINITION OF HSB SOPHOMORE COHORT RACE VARIABLE

WE ORIGINALLY DEFINED RACE IN A MANNER SIMILAR TO THE COMPOSITE RACE VARIABLE IN THE HSB DATABASE: BASICALLY, THAT AN INDIVIDUAL WAS CONSIDERED HISPANIC IF HE/SHE INDICATED ONE OF THE HISPANIC GROUPS ON THE "ORIGIN OR DESCENT" QUESTION IN EITHER THE BASE YEAR OR FOLLOWUP. IN ADDITION, WE ASSUMED THAT IN CASE OF A DESCREPANCY, THE FOLLOWUP RESPONSES WERE MORE LIKELY TO BE RELIABLE.

THESE ASSUMPTIONS LED TO WEIGHTED ESTIMATES OF HISPANICS IN THE POPULATION OF 14% OR MORE. SEVERAL SOURCES INDICATE THAT THIS IS A GROSS OVERESTIMATE OF HISPANICS IN THE HIGH SCHOOL POPULATION, AND THAT THE ACTUAL PROPORTION IS CLOSER TO ABOUT 8%. BILL FETTERS NOTED THAT THE BASE YEAR RACE AND ORIGIN/DESCENT QUESTIONS, ALTHOUGH THEY HAVE A GOOD DEAL OF MISSING DATA, COME CLOSE TO REFLECTING KNOWN PROPORTIONS OF THE POPULATION. HE SUGGESTED THAT THE WORDING OF THE FOLLOWUP ORIGIN/DESCENT QUESTION (WHICH OFFERED 4 HISPANIC ALTERNATIVES AND ONE NON-HISPANIC) MAY HAVE IMPLIED TO SOME STUDENTS THAT THEY WERE EXPECTED TO CHOOSE ONE OF THE HISPANIC GROUPS. HAD THE FULL LIST OF ORIGIN/DESCENT GROUPS OFFERED IN THE BASE YEAR QUESTIONNAIRE ALSO APPEARED IN THE FOLLOWUP, RESPONSES MIGHT HAVE BEEN DIFFERENT.

A SUBSTITUTE COMPOSITE RACE VARIABLE, WHICH PRODUCES PANEL-WEIGHT POPULATION ESTIMATES OF ABOUT 8.1% HISPANIC AND 13.3% BLACK, IS DEFINED AS FOLLOWS:

```
IF BASE YEAR ORIGIN/DESCENT IS HISPANIC-------------STUDENT IS HISPANIC
              |
              | IF
              | NOT,
              |
     BASE YEAR RACE IS CONSIDERED.
     IF BASE YEAR RACE IS BLACK,
     WHITE, AMERICAN INDIAN, OR ASIAN---------------STUDENT IS ASSIGNED
              |                                     TO RACE CATEGORY
              |
              | IF BASE YEAR RACE
              | IS "OTHER" OR MISSING,
              |
     FOLLOWUP ORIGIN/DESCENT IS CONSIDERED.
     IF FOLLOWUP ORIGIN/DESCENT IS HISPANIC---------STUDENT IS HISPANIC
              |
              | IF
              | NOT,
              |
     FOLLOWUP RACE IS CONSIDERED.
     IF FOLLOWUP RACE IS BLACK,
     WHITE, AMERICAN INDIAN, OR ASIAN---------------STUDENT IS ASSIGNED
              |                                     TO RACE CATEGORY
              | IF
              | NOT,
              |
     RACE IS UNKNOWN.
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APPENDIX C

CURRENT OR MOST RECENT OCCUPATION OF RESPONDENT'S FATHER OR MALE GUARDIAN
(ALL STUDENTS)
APPENDIX C-1

	CLERK	CRAFTS	FARMER/ AGICUL.	HOME- MAKER	LABORER	MANAGER	ARMED FORCES	OPERAT.	PROF. 1	
STAYERS	428 51 2.34	2972 370 16.96	905 112 5.14	49 6 0.28	1759 215 9.85	2325 287 13.14	402 52 2.41	2268 285 13.05	1170 146 6.72	NUMBER WGTD N ROW PCT
DROPOUTS	38 6 2.07	318 66 20.37	78 16 5.06	17 3 0.93	215 45 13.86	131 28 8.68	45 8 2.74	280 58 17.94	60 13 4.25	NUMBER WGTD N ROW PCT
TOTAL	466 57 2.31	3290 436 17.40	983 128 5.13	66 9 0.37	1974 260 10.38	2456 315 12.56	447 60 2.46	2548 343 13.69	1230 159 6.39	NUMBER WGTD N ROW PCT

	PROF. 2	PROPRT. OWNER	PROTECT SERVICE	SALES	SCHL TEACHER	SERVICE	TECH.	TOTAL	
STAYERS	1040 117 5.36	1307 161 7.38	556 65 3.01	999 128 5.90	329 42 1.95	356 41 1.91	760 100 4.60	17625 2184 100.00	NUMBER WGTD N ROW PCT
DROPOUTS	34 7 2.27	121 27 8.31	44 9 2.90	46 10 3.10	6 1 0.31	44 10 3.25	53 13 3.97	1530 328 100.00	NUMBER WGTD N ROW PCT
TOTAL	1074 124 4.95	1428 188 7.50	600 74 2.99	1045 138 5.54	335 43 1.73	400 51 2.09	813 113 4.51	19155 2512 100.00	NUMBER WGTD N ROW PCT

NOTE: WEIGHTED N IS IN THOUSANDS

CURRENT OR MOST RECENT OCCUPATION OF RESPONDENT'S FATHER OR MALE GUARDIAN
(MALES ONLY)
APPENDIX C-2

	CLERK	CRAFTS	FARMER/ AGICUL.	HOME- MAKER	LABORER	MANAGER	ARMED FORCES	OPERAT.	PROF. 1	
STAYERS	227	1563	475	26	844	1202	229	1023	606	NUMBER
	26	198	60	3	105	148	30	129	76	WGTD N
	2.34	17.66	5.34	0.33	9.39	13.22	2.70	11.49	6.80	ROW PCT
DROPOUTS	22	172	51	8	102	76	29	137	42	NUMBER
	4	36	11	1	23	17	5	27	10	WGTD N
	2.16	19.50	6.38	0.84	12.32	9.57	3.09	14.72	5.42	ROW PCT
TOTAL	249	1735	526	34	946	1278	258	1160	648	NUMBER
	30	234	71	4	128	165	35	156	86	WGTD N
	2.31	17.92	5.49	0.40	9.81	12.70	2.75	11.95	6.61	ROW PCT

	PROF. 2	PROPRT. OWNER	PROTECT SERVICE	SALES	SCHL TEACHER	SERVICE	TECH.	TOTAL	
STAYERS	577	639	273	555	175	172	400	8986	NUMBER
	62	80	32	72	22	20	54	1124	WGTD N
	5.58	7.16	2.89	6.45	2.01	1.83	4.81	100.00	ROW PCT
DROPOUTS	25	69	23	27	4	20	31	838	NUMBER
	5	15	5	7	0	5	8	187	WGTD N
	3.20	8.37	2.81	3.94	0.29	2.83	4.56	100.00	ROW PCT
TOTAL	602	708	296	582	179	192	431	9824	NUMBER
	67	95	37	79	22	25	62	1311	WGTD N
	5.24	7.33	2.88	6.10	1.76	1.97	4.77	100.00	ROW PCT

NOTE: WEIGHTED N IS IN THOUSANDS

CURRENT OR MOST RECENT OCCUPATION OF RESPONDENT'S FATHER OR MALE GUARDIAN
(FEMALES ONLY)
APPENDIX C-3

	CLERK	CRAFTS	FARMER/ AGICUL.	HOME- MAKER	LABORER	MANAGER	ARMED FORCES	OPERAT.	PROF. 1	
STAYERS	201	1409	430	23	915	1123	173	1245	564	NUMBER
	24	171	52	2	109	138	22	155	70	WGTD N
	2.34	16.21	4.92	0.24	10.34	13.07	2.12	14.70	6.62	ROW PCT
DROPOUTS	16	146	27	9	113	55	16	143	18	NUMBER
	2	30	4	1	22	10	3	31	3	WGTD N
	1.96	21.53	3.31	1.06	15.91	7.50	2.28	22.21	2.68	ROW PCT
TOTAL	217	1555	457	32	1028	1178	189	1388	582	NUMBER
	26	201	56	3	131	148	25	186	73	WGTD N
	2.30	16.84	4.73	0.33	11.00	12.41	2.14	15.58	6.16	ROW PCT

	PROF. 2	PROPRT. OWNER	PROTECT SERVICE	SALES	SCHL TEACHER	SERVICE	TECH.	TOTAL	
STAYERS	463	668	283	444	154	184	360	8639	NUMBER
	54	80	33	56	19	21	46	1060	WGTD N
	5.12	7.62	3.13	5.32	1.88	1.99	4.37	100.00	ROW PCT
DROPOUTS	9	52	21	19	2	24	22	692	NUMBER
	1	11	4	2	0	5	4	141	WGTD N
	1.04	8.23	3.02	1.98	0.33	3.80	3.18	100.00	ROW PCT
TOTAL	472	720	304	463	156	208	382	9331	NUMBER
	55	91	37	58	19	26	50	1201	WGTD N
	4.64	7.69	3.12	4.93	1.70	2.21	4.23	100.00	ROW PCT

NOTE: WEIGHTED N IS IN THOUSANDS

CURRENT OR MOST RECENT OCCUPATION OF RESPONDENT'S FATHER OR MALE GUARDIAN
(WHITE GROUP ONLY)
APPENDIX C-4

	CLERK	CRAFTS	FARMER/ AGICUL.	HOME- MAKER	LABORER	MANAGER	ARMED FORCES	OPERAT.	PROF. 1	
STAYERS	279 36 2.14	2090 281 16.48	638 84 4.98	17 2 0.14	1084 146 8.57	1887 247 14.52	229 31 1.88	1515 205 12.05	919 121 7.15	NUMBER WGTD N ROW PCT
DROPOUTS	13 2 1.29	197 45 20.28	39 9 4.39	5 1 0.67	117 30 13.87	93 22 10.13	24 4 2.22	164 40 18.22	33 8 3.80	NUMBER WGTD N ROW PCT
TOTAL	292 38 2.04	2287 326 16.92	677 93 4.91	22 3 0.20	1201 176 9.18	1980 269 14.01	253 35 1.92	1679 245 12.77	952 129 6.76	NUMBER WGTD N ROW PCT

	PROF. 2	PROPRT. OWNER	PROTECT SERVICE	SALES	SCHL TEACHER	SERVICE	TECH.	TOTAL	
STAYERS	898 103 6.09	1034 135 7.96	400 51 3.00	846 113 6.66	273 36 2.14	180 23 1.35	609 83 4.88	12898 1705 100.00	NUMBER WGTD N ROW PCT
DROPOUTS	21 5 2.49	75 18 8.09	27 7 3.21	28 7 3.37	2 0 0.21	26 6 2.96	39 10 4.82	903 222 100.00	NUMBER WGTD N ROW PCT
TOTAL	919 108 5.68	1109 153 7.98	427 58 3.03	874 120 6.28	275 36 1.92	206 29 1.54	648 93 4.88	13801 1927 100.00	NUMBER WGTD N ROW PCT

NOTE: WEIGHTED N IS IN THOUSANDS

CURRENT OR MOST RECENT OCCUPATION OF RESPONDENT'S FATHER OR MALE GUARDIAN
(BLACK GROUP ONLY)
APPENDIX C-5

	CLERK	CRAFTS	FARMER/ AGICUL.	HOME- MAKER	LABORER	MANAGER	ARMED FORCES	OPERAT.	PROF. 1	
STAYERS	63	282	73	9	248	129	69	283	66	NUMBER
	6	32	9	1	30	13	8	34	5	WGTD N
	3.88	18.10	5.40	0.59	17.13	7.36	4.72	18.98	3.33	ROW PCT
DROPOUTS	11	27	16	3	31	16	6	40	8	NUMBER
	1	5	3	0	4	2	0	7	1	WGTD N
	4.05	15.43	9.43	1.10	12.67	7.41	2.24	19.05	4.68	ROW PCT
TOTAL	74	309	89	12	279	145	75	323	74	NUMBER
	7	37	12	1	34	15	8	41	6	WGTD N
	3.91	17.63	6.11	0.68	16.35	7.37	4.28	18.99	3.57	ROW PCT

	PROF. 2	PPOPRT. OWNER	PROTECT SERVICE	SALES	SCHL TEACHER	SERVICE	TECH.	TOTAL	
STAYERS	43	67	63	28	17	66	47	1553	NUMBER
	4	6	6	3	2	8	5	180	WGTD N
	2.26	3.84	3.44	1.74	1.21	4.85	3.17	100.00	ROW PCT
DROPOUTS	6	13	7	5	2	9	1	201	NUMBER
	1	3	1	1	0	2	0	38	WGTD N
	2.87	7.91	3.14	2.83	0.44	6.28	0.46	100.00	ROW PCT
TOTAL	49	80	70	33	19	75	48	1754	NUMBER
	5	9	7	4	2	10	5	218	WGTD N
	2.37	4.56	3.39	1.93	1.07	5.10	2.69	100.00	ROW PCT

NOTE: WEIGHTED N IS IN THOUSANDS

CURRENT OR MOST RECENT OCCUPATION OF RESPONDENT'S FATHER OR MALE GUARDIAN
(ASIAN GROUP ONLY)
APPENDIX C-6

	CLERK	CRAFTS	FARMER/ AGICUL.	HOME- MAKER	LABORER	MANAGER	ARMED FORCES	OPERAT.	PROF. 1	
STAYERS	9	22	9	0	15	29	16	16	35	NUMBER
	1	2	0	0	1	3	1	1	3	WGTD N
	4.75	10.51	2.55	0.00	6.38	12.18	7.47	6.31	13.05	ROW PCT
DROPOUTS	1	0	0	0	0	0	1	0	1	NUMBER
	0	0	0	0	0	0	0	0	0	WGTD N
	20.06	0.00	0.00	0.00	0.00	0.00	21.52	0.00	3.93	ROW PCT
TOTAL	10	22	9	0	15	29	17	16	36	NUMBER
	1	2	0	0	1	3	1	1	3	WGTD N
	5.33	10.11	2.46	0.00	6.14	11.72	8.00	6.07	12.70	ROW PCT

	PROF. 2	PROPRT. OWNER	PROTECT SERVICE	SALES	SCHL TEACHER	SERVICE	TECH.	TOTAL	
STAYERS	23	29	4	11	2	6	13	239	NUMBER
	2	2	0	1	0	0	1	25	WGTD N
	8.92	11.14	2.61	4.87	1.09	1.38	6.81	100.00	ROW PCT
DROPOUTS	0	2	1	0	0	0	0	6	NUMBER
	0	0	0	0	0	0	0	1	WGTD N
	0.00	42.60	11.89	0.00	0.00	0.00	0.00	100.00	ROW PCT
TOTAL	23	31	5	11	2	6	13	245	NUMBER
	2	2	0	1	0	0	1	26	WGTD N
	8.58	12.34	2.96	4.68	1.05	1.33	6.55	100.00	ROW PCT

NOTE: WEIGHTED N IS IN THOUSANDS

CURRENT OR MOST RECENT OCCUPATION OF RESPONDENT'S FATHER OR MALE GUARDIAN
(NATIVE AMERICAN GROUP ONLY)
APPENDIX C-7

	CLERK	CRAFTS	FARMER/ AGICUL.	HOME- MAKER	LABORER	MANAGER	ARMED FORCES	OPERAT.	PROF. 1	
STAYERS	5	37	9	1	23	7	7	16	15	NUMBER
	0	4	1	0	2	0	0	2	2	WGTD N
	3.27	24.35	5.15	0.77	14.75	4.31	4.49	10.32	10.39	ROW PCT
DROPOUTS	0	10	1	1	6	1	2	9	3	NUMBER
	0	1	0	0	1	0	0	1	0	WGTD N
	0.00	27.52	3.17	2.01	15.38	3.08	1.24	27.16	9.29	ROW PCT
TOTAL	5	47	10	2	29	8	9	25	18	NUMBER
	0	5	1	0	3	0	0	3	2	WGTD N
	2.47	25.14	4.66	1.08	14.91	4.01	3.69	14.48	10.12	ROW PCT

	PROF. 2	PROPRT. OWNER	PROTECT SERVICE	SALES	SCHL TEACHER	SERVICE	TECH.	TOTAL	
STAYERS	5	6	4	7	3	6	6	157	NUMBER
	0	0	0	0	0	0	0	20	WGTD N
	3.34	4.06	0.68	4.43	1.74	4.17	3.76	100.00	ROW PCT
DROPOUTS	0	0	0	3	1	0	1	38	NUMBER
	0	0	0	0	0	0	0	6	WGTD N
	0.00	0.00	0.00	5.99	2.83	0.00	2.33	100.00	ROW PCT
TOTAL	5	6	4	10	4	6	7	195	NUMBER
	0	0	0	0	0	0	0	26	WGTD N
	2.52	3.06	0.51	4.82	2.01	3.14	3.41	100.00	ROW PCT

NOTE: WEIGHTED N IS IN THOUSANDS

CURRENT OR MOST RECENT OCCUPATION OF RESPONDENT'S FATHER OR MALE GUARDIAN
(MEXICAN AMERICAN GROUP ONLY)
APPENDIX C-8

	CLERK	CRAFTS	FARMER/ AGICUL.	HOME- MAKER	LABORER	MANAGER	ARMED FORCES	OPERAT.	PROF. 1	
STAYERS	32	312	109	9	244	136	37	236	43	NUMBER
	2	23	7	0	17	8	3	20	3	WGTD N
	2.31	21.81	6.91	0.86	15.87	7.63	3.31	18.80	3.52	ROW PCT
DROPOUTS	9	37	15	5	39	9	4	42	8	NUMBER
	1	4	1	0	5	1	1	4	1	WGTD N
	6.84	16.62	6.57	1.81	17.70	5.00	4.72	17.06	5.80	ROW PCT
TOTAL	41	349	124	14	283	145	41	278	51	NUMBER
	3	27	8	0	22	9	4	24	4	WGTD N
	3.27	20.71	6.84	1.07	16.26	7.07	3.61	18.43	4.01	ROW PCT

	PROF. 2	PROPRT. OWNER	PROTECT SERVICE	SALES	SCHL TEACHER	SERVICE	TECH.	TOTAL	
STAYERS	23	76	33	39	12	52	35	1428	NUMBER
	1	5	2	3	0	4	2	108	WGTD N
	1.35	4.98	2.08	3.25	0.58	3.99	2.74	100.00	ROW PCT
DROPOUTS	1	10	5	5	1	6	4	200	NUMBER
	0	1	0	0	0	1	0	29	WGTD N
	0.16	6.44	1.39	2.45	0.67	4.15	2.63	100.00	ROW PCT
TOTAL	24	86	38	44	13	58	39	1628	NUMBER
	1	6	2	3	0	5	2	137	WGTD N
	1.10	5.29	1.93	3.08	0.60	4.02	2.72	100.00	ROW PCT

NOTE: WEIGHTED N IS IN THOUSANDS

CURRENT OR MOST RECENT OCCUPATION OF RESPONDENT'S FATHER OR MALE GUARDIAN
(PUERTO RICAN GROUP ONLY)
APPENDIX C-9

	CLERK	CRAFTS	FARMER/ AGICUL.	HOME- MAKER	LABORER	MANAGER	ARMED FORCES	OPERAT.	PROF. 1	
STAYERS	8	44	6	4	17	14	4	46	13	NUMBER
	0	4	0	0	2	1	0	4	1	WGTD N
	2.32	20.28	3.71	2.33	10.81	7.23	2.11	19.11	6.95	ROW PCT
DROPOUTS	1	8	3	0	5	4	3	7	0	NUMBER
	0	1	0	0	0	0	0	1	0	WGTD N
	0.61	17.70	6.65	0.00	14.20	6.83	10.83	20.18	0.00	ROW PCT
TOTAL	9	52	9	4	22	18	7	53	13	NUMBER
	0	5	0	0	2	1	0	5	1	WGTD N
	1.94	19.70	4.37	1.80	11.58	7.14	4.07	19.35	5.39	ROW PCT

	PROF. 2	PROPRT. OWNER	PROTECT SERVICE	SALES	SCHL TEACHER	SERVICE	TECH.	TOTAL	
STAYERS	4	13	10	7	2	10	9	211	NUMBER
	0	1	0	0	0	0	0	22	WGTD N
	3.03	6.08	3.74	2.80	0.81	4.25	4.42	100.00	ROW PCT
DROPOUTS	1	2	2	2	0	0	0	38	NUMBER
	0	0	0	0	0	0	0	6	WGTD N
	4.24	5.93	8.37	4.47	0.00	0.00	0.00	100.00	ROW PCT
TOTAL	5	15	12	9	2	10	9	249	NUMBER
	0	1	0	0	0	0	0	28	WGTD N
	3.31	6.05	4.78	3.17	0.63	3.29	3.43	100.00	ROW PCT

NOTE: WEIGHTED N IS IN THOUSANDS

CURRENT OR MOST RECENT OCCUPATION OF RESPONDENT'S FATHER OR MALE GUARDIAN
(OTHER HISPANIC GROUP ONLY)
APPENDIX C-10

	CLERK	CRAFTS	FARMER/ AGICUL.	HOME- MAKER	LABORER	MANAGER	ARMED FORCES	OPERAT.	PROF. 1	
STAYERS	31	161	56	5	108	107	23	141	76	NUMBER
	2	17	7	0	11	10	2	15	7	WGTD N
	2.56	16.89	6.66	0.56	11.24	9.99	2.75	14.60	7.24	ROW PCT
DROPOUTS	2	31	4	1	14	6	1	12	4	NUMBER
	0	5	0	0	2	0	0	1	1	WGTD N
	0.46	32.82	4.20	0.80	13.32	4.69	1.47	11.46	6.76	ROW PCT
TOTAL	33	192	60	6	122	113	24	153	80	NUMBER
	2	22	7	0	13	10	2	16	8	WGTD N
	2.30	18.91	6.34	0.59	11.51	9.32	2.59	14.20	7.18	ROW PCT

	PROF. 2	PROPRT. OWNER	PROTECT SERVICE	SALES	SCHL TEACHER	SERVICE	TECH.	TOTAL	
STAYERS	38	74	34	57	15	29	38	993	NUMBER
	3	7	3	5	1	2	4	106	WGTD N
	3.21	6.80	3.61	5.12	1.67	2.69	4.42	100.00	ROW PCT
DROPOUTS	5	15	2	3	0	2	4	106	NUMBER
	0	2	0	0	0	0	0	15	WGTD N
	3.13	15.20	0.60	1.20	0.00	0.91	2.98	100.00	ROW PCT
TOTAL	43	89	36	60	15	31	42	1099	NUMBER
	3	9	3	5	1	2	4	121	WGTD N
	3.20	7.87	3.23	4.62	1.46	2.47	4.24	100.00	ROW PCT

NOTE: WEIGHTED N IS IN THOUSANDS

CURRENT OR MOST RECENT OCCUPATION OF RESPONDENT'S MOTHER OR FEMALE GUARDIAN
(ALL STUDENTS)
APPENDIX C-11

	CLERK	CRAFTS	FARMER/ AGICUL.	HOME- MAKER	LABORER	MANAGER	ARMED FORCES	OPERAT.	PROF. 1	
STAYERS	4521 565 26.03	478 60 2.80	146 18 0.84	2777 339 15.61	485 61 2.81	871 106 4.88	42 5 0.25	1015 128 5.93	1668 202 9.33	NUMBER WGTD N ROW PCT
DROPOUTS	322 75 22.51	52 10 3.04	25 5 1.55	257 49 14.77	64 11 3.29	93 19 5.96	10 1 0.53	150 31 9.55	104 28 8.45	NUMBER WGTD N ROW PCT
TOTAL	4843 640 25.56	530 70 2.83	171 23 0.93	3034 388 15.50	549 72 2.87	964 125 5.02	52 6 0.28	1165 159 6.41	1772 230 9.21	NUMBER WGTD N ROW PCT

	PROF. 2	PROPRT. OWNER	PROTECT SERVICE	SALES	SCHL TEACHER	SERVICE	TECH.	TOTAL	
STAYERS	377 45 2.10	413 48 2.25	62 7 0.35	1062 132 6.08	1286 156 7.21	2021 257 11.86	289 36 1.68	17513 2173 100.00	NUMBER WGTD N ROW PCT
DROPOUTS	20 4 1.27	52 8 2.56	8 1 0.38	71 16 5.02	49 9 2.81	247 56 16.84	29 5 1.50	1553 335 100.00	NUMBER WGTD N ROW PCT
TOTAL	397 49 1.99	465 56 2.29	70 8 0.35	1133 148 5.94	1335 165 6.62	2268 313 12.52	318 41 1.65	19066 2508 100.00	NUMBER WGTD N ROW PCT

NOTE: WEIGHTED N IS IN THOUSANDS

CURRENT OR MOST RECENT OCCUPATION OF RESPONDENT'S MOTHER OR FEMALE GUARDIAN
(MALES ONLY)
APPENDIX C-12

	CLERK	CRAFTS	FARMER/ AGICUL.	HOME- MAKER	LABORER	MANAGER	ARMED FORCES	OPERAT.	PROF. 1	
STAYERS	2225	257	85	1150	287	457	28	464	838	NUMBER
	282	33	10	143	36	54	3	60	101	WGTD N
	26.43	3.14	0.96	13.45	3.41	5.08	0.35	5.68	9.54	ROW PCT
DROPOUTS	180	29	15	119	37	58	7	68	66	NUMBER
	41	5	3	25	5	13	1	15	16	WGTD N
	23.17	2.91	1.96	14.08	3.31	7.39	0.71	8.97	9.33	ROW PCT
TOTAL	2405	286	100	1269	324	515	35	532	904	NUMBER
	323	38	13	168	41	67	4	75	117	WGTD N
	25.96	3.11	1.10	13.54	3.39	5.41	0.40	6.15	9.51	ROW PCT

	PROF. 2	PROPRT. OWNER	PROTECT SERVICE	SALES	SCHL TEACHER	SERVICE	TECH.	TOTAL	
STAYERS	212	223	31	507	617	998	145	8524	NUMBER
	25	27	3	62	74	129	17	1068	WGTD N
	2.41	2.60	0.35	5.89	6.98	12.09	1.65	100.00	ROW PCT
DROPOUTS	11	20	7	33	20	123	15	808	NUMBER
	2	2	1	8	3	29	2	178	WGTD N
	1.42	1.63	0.61	4.75	1.89	16.48	1.39	100.00	ROW PCT
TOTAL	223	243	38	540	637	1121	160	9332	NUMBER
	27	29	4	70	77	158	19	1246	WGTD N
	2.27	2.46	0.39	5.72	6.26	12.72	1.61	100.00	ROW PCT

NOTE: WEIGHTED N IS IN THOUSANDS

CURRENT OR MOST RECENT OCCUPATION OF RESPONDENT'S MOTHER OR FEMALE GUARDIAN (FEMALES ONLY)

APPENDIX C-13

	CLERK	CRAFTS	FARMER/ AGICUL.	HOME- MAKER	LABORER	MANAGER	ARMED FORCES	OPERAT.	PROF. 1	
STAYERS	2296	221	61	1627	198	414	14	551	830	NUMBER
	283	27	7	195	24	51	1	68	100	WGTD N
	25.65	2.47	0.72	17.70	2.24	4.69	0.14	6.17	9.13	ROW PCT
DROPOUTS	142	23	10	138	27	35	3	82	38	NUMBER
	34	5	1	24	5	6	0	16	11	WGTD N
	21.75	3.19	1.07	15.54	3.26	4.33	0.33	10.20	7.46	ROW PCT
TOTAL	2438	244	71	1765	225	449	17	633	868	NUMBER
	317	32	8	219	29	57	1	84	111	WGTD N
	25.17	2.56	0.76	17.43	2.36	4.64	0.17	6.67	8.92	ROW PCT

	PROF. 2	PROPRT. OWNER	PROTECT SERVICE	SALES	SCHL TEACHER	SERVICE	TECH.	TOTAL	
STAYERS	165	190	31	555	669	1023	144	8989	NUMBER
	19	21	3	69	81	128	18	1104	WGTD N
	1.80	1.92	0.35	6.27	7.42	11.63	1.70	100.00	ROW PCT
DROPOUTS	9	32	1	38	29	124	14	745	NUMBER
	1	5	0	8	6	27	2	157	WGTD N
	1.11	3.61	0.12	5.32	3.85	17.25	1.62	100.00	ROW PCT
TOTAL	174	222	32	593	698	1147	158	9734	NUMBER
	20	26	3	77	87	155	20	1261	WGTD N
	1.72	2.13	0.32	6.15	6.98	12.33	1.69	100.00	ROW PCT

NOTE: WEIGHTED N IS IN THOUSANDS

CURRENT OR MOST RECENT OCCUPATION OF RESPONDENT'S MOTHER OR FEMALE GUARDIAN
(WHITE GROUP ONLY)
APPENDIX C-14

	CLERK	CRAFTS	FARMER/ AGICUL.	HOME-MAKER	LABORER	MANAGER	ARMED FORCES	OPERAT.	PROF. 1	
STAYERS	3539	304	85	1917	281	610	24	610	1186	NUMBER
	465	41	11	254	39	77	3	84	152	WGTD N
	28.15	2.48	0.69	15.40	2.37	4.69	0.20	5.13	9.23	ROW PCT
DROPOUTS	223	30	13	110	25	55	6	76	59	NUMBER
	57	6	2	26	4	13	1	20	19	WGTD N
	26.55	2.92	1.34	12.43	2.32	6.21	0.48	9.47	9.15	ROW PCT
TOTAL	3762	334	98	2027	306	665	30	686	1245	NUMBER
	522	47	13	280	43	90	4	104	171	WGTD N
	27.97	2.53	0.77	15.06	2.36	4.87	0.23	5.63	9.22	ROW PCT

	PROF. 2	PROPRT. OWNER	PROTECT SERVICE	SALES	SCHL TEACHER	SERVICE	TECH.	TOTAL	
STAYERS	280	305	37	873	962	1327	173	12513	NUMBER
	35	38	5	113	126	179	24	1654	WGTD N
	2.17	2.35	0.32	6.88	7.62	10.86	1.46	100.00	ROW PCT
DROPOUTS	10	32	5	51	27	116	14	852	NUMBER
	2	6	0	13	5	30	2	215	WGTD N
	0.95	3.15	0.40	6.26	2.74	14.22	1.38	100.00	ROW PCT
TOTAL	290	337	42	924	989	1443	187	13365	NUMBER
	37	44	5	126	131	209	26	1869	WGTD N
	2.03	2.44	0.33	6.81	7.06	11.25	1.46	100.00	ROW PCT

NOTE: WEIGHTED N IS IN THOUSANDS

CURRENT OR MOST RECENT OCCUPATION OF RESPONDENT'S MOTHER OR FEMALE GUARDIAN
(BLACK GROUP ONLY)
APPENDIX C-15

	CLERK	CRAFTS	FARMER/ AGICUL.	HOME-MAKER	LABORER	MANAGER	ARMED FORCES	OPERAT.	PROF. 1	
STAYERS	353	63	16	242	70	103	9	153	226	NUMBER
	35	7	2	30	9	11	1	19	24	WGTD N
	16.83	3.63	0.94	14.26	4.38	5.49	0.59	9.25	11.30	ROW PCT
DROPOUTS	35	9	3	51	10	17	1	13	18	NUMBER
	5	1	0	10	1	2	0	2	3	WGTD N
	14.07	2.98	0.98	23.94	3.54	6.87	0.60	6.18	8.83	ROW PCT
TOTAL	388	72	19	293	80	120	10	166	244	NUMBER
	40	8	2	40	10	13	1	21	27	WGTD N
	16.37	3.52	0.95	15.87	4.24	5.72	0.59	8.74	10.89	ROW PCT

	PROF. 2	PROPRT. OWNER	PROTECT SERVICE	SALES	SCHL TEACHER	SERVICE	TECH.	TOTAL	
STAYERS	33	26	12	56	140	283	58	1843	NUMBER
	3	2	1	6	14	35	7	212	WGTD N
	1.68	1.35	0.50	2.93	6.86	16.67	3.34	100.00	ROW PCT
DROPOUTS	4	6	2	5	7	43	6	230	NUMBER
	1	0	0	0	1	8	0	42	WGTD N
	3.23	1.50	0.52	1.72	2.93	20.93	1.18	100.00	ROW PCT
TOTAL	37	32	14	61	147	326	64	2073	NUMBER
	4	2	1	6	15	43	7	254	WGTD N
	1.94	1.37	0.50	2.73	6.21	17.38	2.98	100.00	ROW PCT

NOTE: WEIGHTED N IS IN THOUSANDS

CURRENT OR MOST RECENT OCCUPATION OF RESPONDENT'S MOTHER OR FEMALE GUARDIAN (NATIVE AMERICAN GROUP ONLY)

APPENDIX C-16

	CLERK	CRAFTS	FARMER/ AGICUL.	HOME- MAKER	LABORER	MANAGER	ARMED FORCES	OPERAT.	PROF. 1	
STAYERS	37	5	3	25	6	8	0	15	14	NUMBER
	4	0	0	2	0	1	0	2	1	WGTD N
	23.33	4.15	2.37	14.19	5.08	5.85	0.00	11.24	8.10	ROW PCT
DROPOUTS	7	1	0	4	3	1	0	7	2	NUMBER
	1	0	0	0	0	0	0	1	0	WGTD N
	17.64	2.64	0.00	7.79	8.62	2.87	0.00	17.52	5.92	ROW PCT
TOTAL	44	6	3	29	9	9	0	22	16	NUMBER
	5	0	0	2	0	1	0	3	1	WGTD N
	21.85	3.76	1.75	12.53	6.00	5.08	0.00	12.87	7.53	ROW PCT

	PROF. 2	PROPRT. OWNER	PROTECT SERVICE	SALES	SCHL TEACHER	SERVICE	TECH.	TOTAL	
STAYERS	3	3	0	3	10	20	4	156	NUMBER
	0	0	0	0	1	2	0	19	WGTD N
	1.72	2.38	0.00	1.89	5.96	12.15	1.61	100.00	ROW PCT
DROPOUTS	2	1	0	3	3	5	2	41	NUMBER
	0	0	0	0	0	0	0	6	WGTD N
	5.37	1.02	0.00	5.85	8.34	12.48	3.92	100.00	ROW PCT
TOTAL	5	4	0	6	13	25	6	197	NUMBER
	0	0	0	0	1	2	0	25	WGTD N
	2.67	2.02	0.00	2.92	6.58	12.23	2.21	100.00	ROW PCT

NOTE: WEIGHTED N IS IN THOUSANDS

CURRENT OR MOST RECENT OCCUPATION OF RESPONDENT'S MOTHER OR FEMALE GUARDIAN
(ASIAN GROUP ONLY)
APPENDIX C-17

	CLERK	CRAFTS	FARMER/ AGICUL.	HOME- MAKER	LABORER	MANAGER	ARMED FORCES	OPERAT.	PROF. 1	PROF. 2	PPOPRT. OWNER	PROTECT SERVICE	SALES	SCHL TEACHER	SERVICE	TECH.	TOTAL	
STAYERS	39	11	2	31	9	16	0	21	35	8	20	1	8	11	25	6	243	NUMBER
	4	1	0	3	1	2	0	1	4	0	1	0	0	1	3	0	26	WGTD N
	16.52	4.28	0.56	11.68	3.88	8.49	0.00	7.15	15.65	3.36	6.83	0.41	2.55	4.09	12.36	2.21	100.00	ROW PCT
DROPOUTS	1	0	0	4	0	0	0	2	1	0	0	0	0	0	3	0	11	NUMBER
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	WGTD N
	13.87	0.00	0.00	36.79	0.00	0.00	0.00	14.83	2.39	0.00	0.00	0.00	0.00	0.00	32.13	0.00	100.00	ROW PCT
TOTAL	40	11	2	35	9	16	0	23	36	8	20	1	8	11	28	6	254	NUMBER
	4	1	0	3	1	2	0	1	4	0	1	0	0	1	3	0	27	WGTD N
	16.36	4.02	0.52	13.17	3.65	7.98	0.00	7.61	14.86	3.16	6.43	0.38	2.40	3.85	13.53	2.07	100.00	ROW PCT

NOTE: WEIGHTED N IS IN THOUSANDS

CURRENT OR MOST RECENT OCCUPATION OF RESPONDENT'S MOTHER OR FEMALE GUARDIAN
(MEXICAN AMERICAN GROUP ONLY)
APPENDIX C-18

	CLERK	CRAFTS	FARMER/ AGICUL.	HOME- MAKER	LABORER	MANAGER	ARMED FORCES	OPERAT.	PROF. 1	
STAYERS	233	40	20	311	79	52	3	95	85	NUMBER
	19	3	1	20	5	3	0	8	7	WGTD N
	19.25	3.79	1.45	21.15	6.03	3.44	0.21	8.31	7.12	ROW PCT
DROPOUTS	19	5	6	54	13	9	1	18	10	NUMBER
	3	0	0	5	1	1	0	3	0	WGTD N
	11.76	2.45	2.82	20.68	5.51	5.66	0.94	10.87	2.71	ROW PCT
TOTAL	252	45	26	365	92	61	4	113	95	NUMBER
	22	3	1	25	6	4	0	11	7	WGTD N
	17.58	3.49	1.76	21.04	5.92	3.94	0.37	8.88	6.13	ROW PCT

	PROF. 2	PROPRT. OWNER	PROTECT SERVICE	SALES	SCHL TEACHER	SERVICE	TECH.	TOTAL	
STAYERS	19	22	5	62	87	167	22	1302	NUMBER
	1	1	0	4	6	13	1	98	WGTD N
	1.53	1.20	0.26	4.44	6.46	13.49	1.87	100.00	ROW PCT
DROPOUTS	1	5	0	7	6	43	2	199	NUMBER
	0	0	0	1	0	7	0	28	WGTD N
	0.06	1.48	0.00	3.93	2.79	26.32	2.00	100.00	ROW PCT
TOTAL	20	27	5	69	93	210	24	1501	NUMBER
	1	1	0	5	6	20	1	126	WGTD N
	1.20	1.26	0.20	4.33	5.64	16.36	1.90	100.00	ROW PCT

NOTE: WEIGHTED N IS IN THOUSANDS

CURRENT OR MOST RECENT OCCUPATION OF RESPONDENT'S MOTHER OR FEMALE GUARDIAN

(PUERTO RICAN GROUP ONLY)

APPENDIX C-19

	CLERK	CRAFTS	FARMER/ AGICUL.	HOME-MAKER	LABORER	MANAGER	ARMED FORCES	OPERAT.	PROF. 1	
STAYERS	39	6	2	40	7	12	3	21	14	NUMBER
	4	1	0	3	0	1	0	2	1	WGTD N
	18.92	4.57	1.52	16.59	3.70	5.09	1.48	8.89	5.68	ROW PCT
DROPOUTS	5	2	1	6	4	2	1	8	5	NUMBER
	0	0	0	0	0	0	0	1	1	WGTD N
	7.74	6.97	1.59	8.26	10.84	3.55	0.90	19.25	14.62	ROW PCT
TOTAL	44	8	3	46	11	14	4	29	19	NUMBER
	4	1	0	3	0	1	0	3	2	WGTD N
	16.17	5.16	1.54	14.54	5.46	4.71	1.34	11.44	7.88	ROW PCT

	PROF. 2	PROPRT. OWNER	PROTECT SERVICE	SALES	SCHL TEACHER	SERVICE	TECH.	TOTAL	
STAYERS	5	2	0	10	13	33	5	212	NUMBER
	0	0	0	1	1	3	0	22	WGTD N
	2.22	0.69	0.00	4.86	6.83	16.18	2.77	100.00	ROW PCT
DROPOUTS	1	1	0	0	3	4	1	44	NUMBER
	0	0	0	0	0	1	0	7	WGTD N
	3.70	0.68	0.00	0.00	4.49	14.42	2.98	100.00	ROW PCT
TOTAL	6	3	0	10	16	37	6	256	NUMBER
	0	0	0	1	1	4	0	29	WGTD N
	2.59	0.69	0.00	3.66	6.25	15.75	2.83	100.00	ROW PCT

NOTE: WEIGHTED N IS IN THOUSANDS

CURRENT OR MOST RECENT OCCUPATION OF RESPONDENT'S MOTHER OR FEMALE GUARDIAN
(OTHER HISPANIC GROUP ONLY)
APPENDIX C-20

	CLERK	CRAFTS	FARMER/ AGICUL.	HOME- MAKER	LABORER	MANAGER	ARMED FORCES	OPERAT.	PROF. 1	
STAYERS	221	39	14	171	26	49	3	84	81	NUMBER
	25	3	1	19	2	6	0	8	9	WGTD N
	23.75	3.62	1.61	17.93	2.77	6.22	0.27	7.54	9.10	ROW PCT
DROPOUTS	19	2	1	14	5	5	0	17	5	NUMBER
	3	0	0	2	0	1	0	1	0	WGTD N
	20.41	3.66	1.47	17.29	5.47	6.61	0.00	11.65	5.20	ROW PCT
TOTAL	240	41	15	185	31	54	3	101	86	NUMBER
	28	3	1	21	2	7	0	9	9	WGTD N
	23.33	3.62	1.60	17.85	3.11	6.26	0.23	8.05	8.61	ROW PCT

	PROF. 2	PROPRT. OWNER	PROTECT SERVICE	SALES	SCHL TEACHER	SERVICE	TECH.	TOTAL	
STAYERS	23	25	6	40	46	117	17	962	NUMBER
	2	2	0	4	3	14	1	106	WGTD N
	2.01	2.34	0.67	4.30	3.25	13.34	1.29	100.00	ROW PCT
DROPOUTS	2	5	0	3	1	16	3	98	NUMBER
	0	0	0	0	0	2	0	15	WGTD N
	1.21	2.73	0.00	1.73	2.30	17.26	3.01	100.00	ROW PCT
TOTAL	25	30	6	43	47	133	20	1060	NUMBER
	2	2	0	4	3	16	1	121	WGTD N
	1.91	2.39	0.58	3.98	3.13	13.83	1.51	100.00	ROW PCT

NOTE: WEIGHTED N IS IN THOUSANDS

HOUSEHOLD STRUCTURE
(ALL STUDENTS)
APPENDIX C-21

	NATURAL PARENTS	1 STEP PARENT	MOTHER ONLY	FATHER ONLY	2 STEP PARENTS	GRAND-PARENTS	OTHER STRUCT	TOTAL	
STAYERS	16782	1607	3148	668	105	157	219	22686	NUMBER
	2067	207	374	81	13	18	25	2788	WGTD N
	74.14	7.45	13.43	2.93	0.48	0.68	0.90	100.00	ROW PCT
DROPOUTS	1225	304	551	119	46	44	82	2371	NUMBER
	259	74	108	25	11	9	15	504	WGTD N
	51.32	14.73	21.56	5.00	2.38	1.89	3.12	100.00	ROW PCT
TOTAL	18007	1911	3699	787	151	201	301	25057	NUMBER
	2326	281	482	106	24	27	40	3292	WGTD N
	70.64	8.56	14.68	3.25	0.77	0.86	1.24	100.00	ROW PCT

NOTE: WEIGHTED N IS IN THOUSANDS

HOUSEHOLD STRUCTURE
(MALES ONLY)
APPENDIX C-22

	NATURAL PARENTS	1 STEP PARENT	MOTHER ONLY	FATHER ONLY	2 STEP PARENTS	GRAND-PARENTS	OTHER STRUCT	TOTAL	
STAYERS	8433	722	1419	344	49	73	130	11170	NUMBER
	1049	93	173	42	7	9	15	1389	WGTD N
	75.51	6.74	12.46	3.05	0.50	0.65	1.09	100.00	ROW PCT
DROPOUTS	665	134	279	65	22	26	35	1226	NUMBER
	147	30	57	14	5	5	6	268	WGTD N
	55.00	11.51	21.39	5.44	2.01	2.14	2.51	100.00	ROW PCT
TOTAL	9098	856	1698	409	71	99	165	12396	NUMBER
	1196	123	230	56	12	14	21	1657	WGTD N
	72.18	7.51	13.90	3.44	0.75	0.89	1.32	100.00	ROW PCT

NOTE: WEIGHTED N IS IN THOUSANDS

HOUSEHOLD STRUCTURE
(FEMALES ONLY)
APPENDIX C-23

	NATURAL PARENTS	1 STEP PARENT	MOTHER ONLY	FATHER ONLY	2 STEP PARENTS	GRAND- PARENTS	OTHER STRUCT	TOTAL	
STAYERS	8349 1018 72.77	885 113 8.14	1729 201 14.40	324 39 2.81	56 6 0.46	84 9 0.70	89 9 0.71	11516 1399 100.00	NUMBER WGTD N ROW PCT
DROPOUTS	560 111 47.14	170 43 18.41	272 51 21.75	54 10 4.49	24 6 2.80	18 3 1.60	47 8 3.81	1145 235 100.00	NUMBER WGTD N ROW PCT
TOTAL	8909 1129 69.07	1055 156 9.63	2001 252 15.46	378 49 3.05	80 12 0.80	102 12 0.83	136 17 1.16	12661 1634 100.00	NUMBER WGTD N ROW PCT

NOTE: WEIGHTED N IS IN THOUSANDS

HOUSEHOLD STRUCTURE
(WHITE GROUP ONLY)
APPENDIX C-24

	NATURAL PARENTS	1 STEP PARENT	MOTHER ONLY	FATHER ONLY	2 STEP PARENTS	GRAND-PARENTS	OTHER STRUCT	TOTAL	
STAYERS	12232	1096	1483	418	47	42	77	15395	NUMBER
	1614	148	195	54	6	5	9	2035	WGTD N
	79.32	7.32	9.60	2.69	0.31	0.28	0.48	100.00	ROW PCT
DROPOUTS	683	181	227	63	27	12	31	1224	NUMBER
	170	49	50	15	8	2	7	304	WGTD N
	55.97	16.35	16.65	5.05	2.72	0.93	2.33	100.00	ROW PCT
TOTAL	12915	1277	1710	481	74	54	108	16619	NUMBER
	1784	197	245	69	14	7	16	2339	WGTD N
	76.28	8.49	10.52	3.00	0.62	0.36	0.72	100.00	ROW PCT

NOTE: WEIGHTED N IS IN THOUSANDS

HOUSEHOLD STRUCTURE
(BLACK GROUP ONLY)
APPENDIX C-25

	NATURAL PARENTS	1 STEP PARENT	MOTHER ONLY	FATHER ONLY	2 STEP PARENTS	GRAND-PARENTS	OTHER STRUCT	TOTAL	
STAYERS	1253	223	839	91	25	63	49	2543	NUMBER
	142	28	96	10	3	7	6	294	WGTD N
	48.19	9.71	32.65	3.57	1.07	2.62	2.20	100.00	ROW PCT
DROPOUTS	129	46	116	12	6	15	18	342	NUMBER
	24	8	21	1	1	3	2	64	WGTD N
	37.85	13.50	34.17	2.92	1.86	5.29	4.40	100.00	ROW PCT
TOTAL	1382	269	955	103	31	78	67	2885	NUMBER
	166	36	117	11	4	10	8	358	WGTD N
	46.34	10.39	32.92	3.45	1.21	3.10	2.59	100.00	ROW PCT

NOTE: WEIGHTED N IS IN THOUSANDS

HOUSEHOLD STRUCTURE
(ASIAN GROUP ONLY)
APPENDIX C-26

	NATURAL PARENTS	1 STEP PARENT	MOTHER ONLY	FATHER ONLY	2 STEP PARENTS	GRAND-PARENTS	OTHER STRUCT	TOTAL	
STAYERS	244 25 76.34	12 1 4.38	39 4 12.71	14 1 3.66	1 0 0.43	0 0 0.00	9 0 2.48	319 33 100.00	NUMBER WGTD N ROW PCT
DROPOUTS	11 1 48.12	1 0 5.59	9 1 41.44	0 0 0.00	0 0 0.00	1 0 4.85	0 0 0.00	22 3 100.00	NUMBER WGTD N ROW PCT
TOTAL	255 26 73.75	13 1 4.50	48 5 15.35	14 1 3.32	1 0 0.39	1 0 0.45	9 0 2.25	341 36 100.00	NUMBER WGTD N ROW PCT

NOTE: WEIGHTED N IS IN THOUSANDS

HOUSEHOLD STRUCTURE
(NATIVE AMERICAN GROUP ONLY)
APPENDIX C-27

	NATURAL PARENTS	1 STEP PARENT	MOTHER ONLY	FATHER ONLY	2 STEP PARENTS	GRAND- PARENTS	OTHER STRUCT	TOTAL	
STAYERS	148	19	52	9	5	3	5	241	NUMBER
	18	2	5	0	0	0	0	28	WGTD N
	63.85	9.12	18.38	2.39	2.97	1.64	1.66	100.00	ROW PCT
DROPOUTS	32	8	9	6	4	0	4	63	NUMBER
	4	1	1	0	0	0	0	10	WGTD N
	47.50	14.17	14.28	9.21	6.71	0.00	8.12	100.00	ROW PCT
TOTAL	180	27	61	15	9	3	9	304	NUMBER
	22	3	6	0	0	0	0	38	WGTD N
	59.52	10.46	17.29	4.19	3.96	1.20	3.37	100.00	ROW PCT

NOTE: WEIGHTED N IS IN THOUSANDS

HOUSEHOLD STRUCTURE
(MEXICAN AMERICAN GROUP ONLY)
APPENDIX C-28

	NATURAL PARENTS	1 STEP PARENT	MOTHER ONLY	FATHER ONLY	2 STEP PARENTS	GRAND-PARENTS	OTHER STRUCT	TOTAL	
STAYERS	1455	102	263	66	11	21	37	1955	NUMBER
	107	9	20	6	0	1	2	148	WGTD N
	72.11	6.20	13.94	4.25	0.65	1.17	1.67	100.00	ROW PCT
DROPOUTS	178	32	70	13	3	4	13	313	NUMBER
	24	5	10	1	0	0	1	45	WGTD N
	54.21	12.58	23.27	4.13	0.89	1.86	3.05	100.00	ROW PCT
TOTAL	1633	134	333	79	14	25	50	2268	NUMBER
	131	14	30	7	0	1	3	193	WGTD N
	67.91	7.70	16.13	4.22	0.71	1.33	1.99	100.00	ROW PCT

NOTE: WEIGHTED N IS IN THOUSANDS

HOUSEHOLD STRUCTURE
(PUERTO RICAN GROUP ONLY)
APPENDIX C-29

	NATURAL PARENTS	1 STEP PARENT	MOTHER ONLY	FATHER ONLY	2 STEP PARENTS	GRAND-PARENTS	OTHER STRUCT	TOTAL	
STAYERS	187	26	88	13	2	5	8	329	NUMBER
	19	2	8	1	0	0	1	33	WGTD N
	58.89	7.33	24.16	3.91	0.89	1.28	3.55	100.00	ROW PCT
DROPOUTS	34	6	26	4	1	2	2	75	NUMBER
	5	1	3	0	0	0	0	12	WGTD N
	43.21	10.40	30.21	6.85	0.32	3.56	5.46	100.00	ROW PCT
TOTAL	221	32	114	17	3	7	10	404	NUMBER
	24	3	11	1	0	0	1	45	WGTD N
	54.75	8.14	25.75	4.68	0.74	1.88	4.06	100.00	ROW PCT

NOTE: WEIGHTED N IS IN THOUSANDS

HOUSEHOLD STRUCTURE
(OTHER HISPANIC GROUP ONLY)
APPENDIX C-30

	NATURAL PARENTS	1 STEP PARENT	MOTHER ONLY	FATHER ONLY	2 STEP PARENTS	GRAND- PARENTS	OTHER STRUCT	TOTAL	
STAYERS	952	89	164	41	9	12	15	1282	NUMBER
	101	8	19	4	1	1	1	138	WGTD N
	73.34	6.36	13.92	3.49	0.81	1.03	1.03	100.00	ROW PCT
DROPOUTS	89	17	24	10	0	2	6	148	NUMBER
	13	2	4	2	0	0	1	24	WGTD N
	55.62	11.27	19.23	8.70	0.00	1.13	4.06	100.00	ROW PCT
TOTAL	1041	106	188	51	9	14	21	1430	NUMBER
	114	10	23	6	1	1	2	162	WGTD N
	70.67	7.11	14.73	4.28	0.69	1.04	1.49	100.00	ROW PCT

NOTE: WEIGHTED N IS IN THOUSANDS

APPENDIX C - 31

Table 3-13A

WHEN YOU WERE IN THE FIRST GRADE, ABOUT HOW MANY OF THE STUDENTS IN YOUR CLASS WERE BLACK?
(1=NONE; 5=ALL)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP				DROPOUTS MINUS STAYERS	EFFECT SIZE
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.		
TOTAL	22112	2912	1.72	1.0	20175	2495	1.69	1.0	1937	418	1.91	1.1	0.22*	0.23
SEX:														
MALE	10654	1427	1.71	1.0	9686	1211	1.68	0.9	968	216	1.93	1.1	0.26*	0.27
FEMALE	11458	1485	1.73	1.0	10489	1283	1.71	1.0	969	202	1.89	1.0	0.18*	0.18
SES:														
LOW	5221	670	1.99	1.1	4393	506	1.99	1.2	828	164	1.97	1.1	-0.02	-0.01
MIDDLE	10717	1448	1.66	0.9	9913	1268	1.63	0.9	804	181	1.84	1.0	0.20*	0.22
HIGH	5727	738	1.57	0.8	5514	682	1.55	0.8	213	56	1.84	0.9	0.29*	0.37
RACE:														
WHITE	16227	2290	1.48	0.7	15042	1994	1.46	0.6	1185	296	1.62	0.8	0.16*	0.25
BLACK	2675	340	3.35	1.2	2364	279	3.35	1.2	311	61	3.36	1.2	0.01	0.01
ASIAN-AMERICAN	300	32	1.62	0.8	285	30	1.61	0.8	15	2	1.84	0.6	0.24	0.30
AMERICAN INDIAN	215	28	1.79	0.9	168	21	1.68	0.9	47	7	2.08	1.0	0.39	0.42
MEXICAN-AMERICAN	1589	117	1.66	0.9	1373	90	1.62	0.8	216	27	1.78	1.0	0.16	0.19
PUERTO RICAN	278	29	2.23	0.9	220	21	2.29	0.9	58	9	2.08	0.8	-0.21	-0.24
OTHER HISPANIC	774	70	1.74	0.9	677	55	1.72	0.9	97	15	1.81	1.0	0.09	0.10
SCHOOL TYPE:														
PUBLIC	19295	2639	1.75	1.0	17439	2240	1.72	1.0	1856	399	1.92	1.1	0.21*	0.21
PRIVATE	681	85	1.53	0.7	655	73	1.52	0.7	26	12	1.58	0.5	0.06	0.09
CATHOLIC	2136	188	1.49	0.8	2081	181	1.48	0.8	55	7	1.80	0.9	0.33	0.42
GEOGRAPHIC REGION:														
NORTHEAST	4907	654	1.65	0.9	4568	582	1.63	0.9	339	72	1.85	1.0	0.22	0.25
NORTH CENTRAL	6376	834	1.42	0.8	5921	736	1.39	0.8	455	98	1.64	1.0	0.25*	0.30
SOUTH	6815	932	2.14	1.1	6039	765	2.13	1.1	776	167	2.21	1.1	0.08	0.07
WEST	4014	492	1.54	0.8	3647	411	1.52	0.7	367	81	1.68	0.8	0.17	0.23
CURRICULUM:														
GENERAL	9693	1305	1.68	0.9	8633	1076	1.65	0.9	1060	229	1.83	1.0	0.18*	0.20
ACADEMIC	7928	981	1.66	0.9	7679	924	1.64	0.9	249	57	1.97	1.0	0.33*	0.36
VOCATIONAL	4107	574	1.91	1.1	3556	458	1.88	1.1	551	116	2.01	1.2	0.12	0.11
COMMUNITY TYPE:														
URBAN	4548	571	2.15	1.2	4001	460	2.14	1.2	547	111	2.21	1.2	0.06	0.05
SUBURBAN	11035	1401	1.63	0.9	10236	1228	1.60	0.8	799	173	1.78	1.0	0.18*	0.21
RURAL	6529	940	1.61	0.9	5938	806	1.57	0.9	591	134	1.83	1.0	0.26*	0.30

NOTE: WEIGHTED N IS IN THOUSANDS

APPENDIX C - 32

Table 3-13B

WHEN YOU WERE IN THE SIXTH GRADE, ABOUT HOW MANY OF THE STUDENTS IN YOUR CLASS WERE BLACK? (1=NONE; 5=ALL)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	21928	2886	1.84	1.0	20010	2473	1.80	0.9	1918	413	2.04	1.1	0.23*	0.24
SEX:														
MALE	10551	1412	1.83	1.0	9594	1200	1.79	0.9	957	212	2.07	1.1	0.28*	0.30
FEMALE	11377	1474	1.84	1.0	10416	1273	1.81	1.0	961	201	2.00	1.0	0.18*	0.19
SES:														
LOW	5162	661	2.07	1.1	4344	499	2.07	1.1	818	162	2.08	1.1	0.01	0.01
MIDDLE	10645	1439	1.77	0.9	9846	1259	1.74	0.9	799	180	1.99	1.1	0.24*	0.26
HIGH	5682	731	1.70	0.8	5473	676	1.68	0.8	209	55	1.95	0.9	0.27*	0.35
RACE:														
WHITE	16117	2274	1.61	0.7	14941	1980	1.59	0.7	1176	294	1.78	0.8	0.19*	0.27
BLACK	2619	332	3.35	1.1	2315	273	3.35	1.1	304	59	3.37	1.1	0.01	0.01
ASIAN-AMERICAN	302	32	1.65	0.8	286	30	1.62	0.8	16	2	2.05	1.0	0.43	0.54
AMERICAN INDIAN	216	28	1.77	0.9	168	21	1.73	0.9	48	8	1.86	0.8	0.13	0.15
MEXICAN-AMERICAN	1579	116	1.79	0.9	1365	89	1.76	0.8	214	27	1.88	1.0	0.12	0.14
PUERTO RICAN	275	29	2.37	0.9	218	21	2.40	0.9	57	8	2.28	0.8	-0.12	-0.14
OTHER HISPANIC	766	69	1.86	0.9	670	55	1.82	0.9	96	14	2.02	1.1	0.20	0.22
SCHOOL TYPE:														
PUBLIC	19132	2615	1.86	1.0	17295	2221	1.83	1.0	1837	394	2.05	1.1	0.22*	0.23
PRIVATE	677	84	1.58	0.7	650	72	1.58	0.7	27	12	1.59	0.7	0.01	0.01
CATHOLIC	2119	187	1.57	0.8	2065	180	1.56	0.8	54	7	1.98	1.0	0.42	0.52
GEOGRAPHIC REGION:														
NORTHEAST	4868	649	1.80	0.9	4531	578	1.76	0.9	337	71	2.10	1.1	0.34*	0.38
NORTH CENTRAL	6319	827	1.49	0.8	5868	730	1.45	0.8	451	97	1.76	1.0	0.31*	0.38
SOUTH	6760	923	2.28	1.1	5987	757	2.27	1.0	773	166	2.30	1.1	0.03	0.03
WEST	3981	487	1.64	0.8	3624	408	1.62	0.7	357	79	1.75	0.8	0.13	0.18
CURRICULUM:														
GENERAL	9628	1298	1.77	0.9	8571	1069	1.73	0.9	1057	229	1.92	1.0	0.19*	0.21
ACADEMIC	7874	974	1.80	0.9	7628	918	1.78	0.9	246	56	2.12	1.0	0.34*	0.37
VOCATIONAL	4045	564	2.04	1.1	3506	450	1.99	1.1	539	113	2.21	1.2	0.22	0.20
COMMUNITY TYPE:														
URBAN	4507	566	2.32	1.2	3967	456	2.29	1.2	540	110	2.45	1.2	0.16	0.14
SUBURBAN	10960	1391	1.75	0.8	10167	1220	1.73	0.8	793	172	1.93	1.0	0.21*	0.25
RURAL	6461	929	1.66	0.9	5876	798	1.64	0.9	585	131	1.82	1.0	0.18	0.20

NOTE: WEIGHTED N IS IN THOUSANDS

Table 3-13C

WHEN YOU WERE IN THE NINTH GRADE, ABOUT HOW MANY OF THE STUDENTS IN YOUR CLASS WERE BLACK?
(1=NONE; 5=ALL)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	21962	2891	2.05	0.9	20031	2475	2.02	0.9	1931	415	2.26	1.0	0.24*	0.27
SEX:														
MALE	10563	1413	2.04	0.9	9598	1200	2.00	0.9	965	213	2.26	1.1	0.26*	0.29
FEMALE	11399	1478	2.06	0.9	10433	1275	2.03	0.9	966	202	2.26	1.0	0.23*	0.26
SES:														
LOW	5174	663	2.24	1.1	4354	500	2.22	1.1	820	162	2.31	1.1	0.08	0.08
MIDDLE	10656	1440	1.99	0.9	9853	1260	1.97	0.9	803	181	2.20	1.0	0.23*	0.26
HIGH	5686	732	1.96	0.7	5476	677	1.94	0.7	210	55	2.22	0.9	0.28*	0.39
RACE:														
WHITE	16130	2276	1.88	0.8	14945	1981	1.85	0.7	1185	295	2.04	0.9	0.19*	0.26
BLACK	2629	333	3.22	1.0	2323	274	3.18	1.0	306	59	3.40	1.1	0.22	0.21
ASIAN-AMERICAN	304	32	2.02	0.8	288	30	2.02	0.8	16	2	2.01	0.6	-0.01	-0.01
AMERICAN INDIAN	215	28	1.97	0.8	166	21	1.88	0.8	49	8	2.23	0.9	0.35	0.42
MEXICAN-AMERICAN	1579	116	2.03	0.9	1366	89	1.99	0.8	213	26	2.15	1.0	0.17	0.20
PUERTO RICAN	276	29	2.63	0.9	218	21	2.69	0.9	58	9	2.49	0.8	-0.20	-0.22
OTHER HISPANIC	775	70	2.04	0.9	678	55	2.02	0.9	97	15	2.13	1.0	0.11	0.12
SCHOOL TYPE:														
PUBLIC	19163	2619	2.08	0.9	17313	2223	2.04	0.9	1850	396	2.27	1.0	0.23*	0.25
PRIVATE	677	85	1.59	0.7	650	72	1.56	0.6	27	12	1.76	0.8	0.20	0.31
CATHOLIC	2122	187	1.91	0.6	2068	180	1.89	0.6	54	7	2.51	1.1	0.62	1.01
GEOGRAPHIC REGION:														
NORTHEAST	4870	649	2.04	0.8	4532	578	2.01	0.8	338	71	2.28	1.1	0.27*	0.33
NORTH CENTRAL	6327	828	1.71	0.8	5873	731	1.68	0.8	454	98	1.96	1.0	0.28*	0.35
SOUTH	6768	924	2.44	1.0	5990	757	2.41	1.0	778	166	2.53	1.1	0.12	0.12
WEST	3997	489	1.92	0.7	3636	409	1.89	0.7	361	80	2.03	0.8	0.14	0.19
CURRICULUM:														
GENERAL	9640	1300	1.99	0.9	8577	1070	1.95	0.9	1063	230	2.18	1.0	0.23*	0.26
ACADEMIC	7876	975	2.03	0.8	7627	918	2.01	0.8	249	57	2.30	1.0	0.29*	0.36
VOCATIONAL	4059	565	2.22	1.0	3517	451	2.18	1.0	542	113	2.40	1.1	0.22*	0.21
COMMUNITY TYPE:														
URBAN	4521	568	2.59	1.0	3979	457	2.57	1.0	542	111	2.69	1.1	0.11	0.11
SUBURBAN	10969	1392	1.99	0.8	10169	1219	1.96	0.7	800	173	2.18	0.9	0.22*	0.29
RURAL	6472	930	1.81	0.9	5883	799	1.78	0.9	589	132	2.01	1.0	0.23*	0.26

NOTE: WEIGHTED N IS IN THOUSANDS

Table 3-13D

WHEN YOU WERE IN THE FIRST GRADE, ABOUT HOW MANY OF THE STUDENTS IN YOUR CLASS WERE HISPANIC?
(1=NONE; 5=ALL)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	21909	2883	1.51	0.7	20014	2473	1.48	0.7	1895	409	1.65	0.8	0.17*	0.24
SEX:														
MALE	10552	1411	1.53	0.7	9606	1200	1.51	0.7	946	211	1.68	0.9	0.18*	0.24
FEMALE	11357	1471	1.49	0.7	10408	1273	1.47	0.7	949	198	1.62	0.8	0.16*	0.23
SES:														
LOW	5176	662	1.60	0.9	4358	501	1.58	0.9	818	161	1.65	0.9	0.07	0.08
MIDDLE	10644	1437	1.47	0.7	9858	1260	1.45	0.7	786	177	1.60	0.8	0.14*	0.21
HIGH	5676	731	1.49	0.6	5465	675	1.46	0.6	211	56	1.84	0.9	0.37*	0.61
RACE:														
WHITE	16076	2267	1.43	0.6	14913	1977	1.41	0.6	1163	291	1.55	0.7	0.14*	0.23
BLACK	2632	334	1.46	0.7	2333	276	1.44	0.7	299	59	1.53	0.8	0.09	0.12
ASIAN-AMERICAN	295	31	1.75	0.9	281	29	1.75	0.9	14	2	1.76	0.8	0.01	0.01
AMERICAN INDIAN	208	27	1.70	0.8	164	20	1.73	0.8	44	7	1.63	0.7	-0.10	-0.12
MEXICAN-AMERICAN	1593	118	2.54	1.2	1378	91	2.57	1.2	215	27	2.43	1.1	-0.14	-0.12
PUERTO RICAN	274	29	2.65	1.1	218	20	2.63	1.1	56	8	2.70	1.0	0.07	0.06
OTHER HISPANIC	776	70	2.02	1.1	680	55	1.99	1.1	96	14	2.15	1.2	0.16	0.15
SCHOOL TYPE:														
PUBLIC	19112	2613	1.51	0.7	17297	2222	1.49	0.7	1815	391	1.64	0.8	0.15*	0.21
PRIVATE	672	83	1.51	0.8	647	72	1.42	0.7	25	11	2.09	0.9	0.67	0.97
CATHOLIC	2125	187	1.51	0.7	2070	180	1.50	0.7	55	7	1.83	0.9	0.33	0.49
GEOGRAPHIC REGION:														
NORTHEAST	4857	647	1.41	0.7	4524	576	1.38	0.6	333	70	1.61	0.9	0.23*	0.36
NORTH CENTRAL	6321	827	1.36	0.6	5872	731	1.35	0.6	449	96	1.46	0.6	0.11	0.20
SOUTH	6740	920	1.49	0.8	5987	758	1.47	0.7	753	163	1.55	0.8	0.08	0.11
WEST	3991	489	1.93	0.8	3631	409	1.89	0.8	360	80	2.12	0.9	0.23*	0.28
CURRICULUM:														
GENERAL	9589	1292	1.51	0.7	8553	1066	1.49	0.7	1036	225	1.62	0.8	0.13*	0.18
ACADEMIC	7872	973	1.48	0.7	7625	917	1.46	0.7	247	56	1.72	0.9	0.26*	0.39
VOCATIONAL	4067	566	1.55	0.8	3529	453	1.51	0.8	538	113	1.68	0.9	0.16	0.21
COMMUNITY TYPE:														
URBAN	4525	569	1.67	0.9	3985	459	1.64	0.8	540	110	1.81	0.9	0.17	0.20
SUBURBAN	10916	1385	1.51	0.7	10137	1215	1.49	0.7	779	169	1.67	0.8	0.17*	0.26
RURAL	6468	929	1.40	0.7	5892	800	1.38	0.6	576	130	1.51	0.8	0.13	0.19

NOTE: WEIGHTED N IS IN THOUSANDS

Table 3-13E

WHEN YOU WERE IN THE SIXTH GRADE, ABOUT HOW MANY OF THE STUDENTS IN YOUR CLASS WERE HISPANIC?
(1=NONE; 5=ALL)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	21784	2863	1.61	0.7	19899	2457	1.58	0.7	1885	406	1.78	0.8	0.20*	0.27
SEX:														
MALE	10494	1401	1.63	0.7	9553	1193	1.60	0.7	941	208	1.81	0.9	0.21*	0.28
FEMALE	11290	1462	1.58	0.7	10346	1264	1.56	0.7	944	198	1.74	0.8	0.18*	0.26
SES:														
LOW	5127	655	1.67	0.9	4320	495	1.64	0.9	807	160	1.77	0.9	0.13	0.15
MIDDLE	10602	1432	1.58	0.7	9813	1253	1.56	0.7	789	179	1.76	0.8	0.19*	0.28
HIGH	5647	726	1.60	0.6	5442	673	1.58	0.6	205	53	1.87	0.7	0.29*	0.48
RACE:														
WHITE	16012	2256	1.53	0.6	14853	1968	1.51	0.6	1159	288	1.67	0.7	0.16*	0.26
BLACK	2591	328	1.53	0.7	2293	270	1.52	0.7	298	58	1.62	0.7	0.10	0.15
ASIAN-AMERICAN	295	31	1.92	0.8	281	29	1.92	0.9	14	2	1.82	0.5	-0.10	-0.12
AMERICAN INDIAN	213	28	1.80	0.9	168	20	1.78	0.9	45	7	1.86	0.8	0.08	0.09
MEXICAN-AMERICAN	1576	116	2.58	1.1	1365	89	2.58	1.1	211	27	2.60	1.1	0.02	0.02
PUERTO RICAN	272	28	2.65	1.1	216	20	2.56	1.1	56	8	2.87	1.2	0.31	0.28
OTHER HISPANIC	771	69	2.10	1.1	675	55	2.06	1.0	96	14	2.24	1.2	0.19	0.18
SCHOOL TYPE:														
PUBLIC	18989	2593	1.61	0.7	17184	2206	1.58	0.7	1805	388	1.76	0.8	0.18*	0.25
PRIVATE	671	83	1.54	0.7	646	72	1.46	0.7	25	11	2.06	0.8	0.60	0.90
CATHOLIC	2124	187	1.61	0.7	2069	180	1.59	0.7	55	7	2.06	1.0	0.46	0.66
GEOGRAPHIC REGION:														
NORTHEAST	4831	643	1.51	0.7	4500	573	1.48	0.6	331	70	1.74	0.9	0.27*	0.41
NORTH CENTRAL	6289	823	1.45	0.6	5844	727	1.43	0.6	445	96	1.59	0.7	0.16*	0.27
SOUTH	6690	912	1.59	0.8	5939	750	1.56	0.8	751	162	1.69	0.8	0.13	0.17
WEST	3974	485	2.06	0.8	3616	407	2.02	0.8	358	78	2.21	0.8	0.19	0.25
CURRICULUM:														
GENERAL	9541	1284	1.61	0.7	8504	1059	1.59	0.7	1037	225	1.72	0.8	0.13*	0.18
ACADEMIC	7854	970	1.58	0.7	7610	915	1.56	0.7	244	55	1.85	0.9	0.29*	0.43
VOCATIONAL	4013	558	1.65	0.8	3480	446	1.60	0.8	533	112	1.84	0.9	0.24*	0.30
COMMUNITY TYPE:														
URBAN	4496	565	1.79	0.8	3958	455	1.74	0.8	538	110	1.97	0.9	0.23*	0.28
SUBURBAN	10866	1376	1.64	0.7	10094	1209	1.61	0.7	772	167	1.81	0.8	0.20*	0.29
RURAL	6422	921	1.46	0.7	5847	793	1.44	0.7	575	129	1.57	0.8	0.12	0.18

NOTE: WEIGHTED N IS IN THOUSANDS

Table 3-13F

WHEN YOU WERE IN THE NINTH GRADE, ABOUT HOW MANY OF THE STUDENTS IN YOUR CLASS WERE HISPANIC? (1=NONE; 5=ALL)

ALL SOPHOMORES-1980

	ALL SOPHOMORES				SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP				SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP					
	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	SAMP N	WTD N	MEAN	S.D.	DROPOUTS MINUS STAYERS	EFFECT SIZE
TOTAL	21813	2866	1.81	0.7	19927	2460	1.79	0.7	1886	406	1.93	0.9	0.14*	0.19
SEX:														
MALE	10507	1402	1.81	0.8	9566	1194	1.79	0.7	941	208	1.94	0.9	0.15*	0.20
FEMALE	11306	1464	1.81	0.7	10361	1266	1.79	0.7	945	199	1.91	0.8	0.12	0.17
SES:														
LOW	5140	656	1.82	0.9	4332	497	1.81	0.9	808	160	1.88	0.9	0.07	0.08
MIDDLE	10607	1432	1.79	0.7	9820	1254	1.77	0.7	787	178	1.94	0.8	0.17*	0.24
HIGH	5651	726	1.84	0.6	5445	673	1.82	0.6	206	53	2.07	0.8	0.25*	0.41
RACE:														
WHITE	16023	2257	1.75	0.7	14867	1970	1.74	0.6	1156	287	1.84	0.8	0.11*	0.16
BLACK	2598	329	1.70	0.8	2299	270	1.69	0.8	299	58	1.73	0.8	0.04	0.05
ASIAN-AMERICAN	297	31	2.17	0.8	283	29	2.20	0.8	14	2	1.84	0.5	-0.36	-0.46
AMERICAN INDIAN	210	27	2.04	0.9	165	20	2.07	0.9	45	7	1.96	0.9	-0.11	-0.13
MEXICAN-AMERICAN	1584	117	2.66	1.0	1371	90	2.66	1.0	213	27	2.69	1.0	0.03	0.03
PUERTO RICAN	273	29	2.67	1.0	216	20	2.58	1.0	57	8	2.90	1.0	0.32	0.32
OTHER HISPANIC	775	70	2.30	1.1	679	55	2.27	1.0	96	14	2.44	1.1	0.17	0.16
SCHOOL TYPE:														
PUBLIC	19020	2597	1.81	0.7	17213	2209	1.80	0.7	1807	388	1.92	0.8	0.12*	0.17
PRIVATE	667	82	1.57	0.7	643	71	1.51	0.7	24	11	1.96	0.9	0.45	0.66
CATHOLIC	2126	187	1.89	0.7	2071	180	1.88	0.7	55	7	2.35	0.8	0.48	0.71
GEOGRAPHIC REGION:														
NORTHEAST	4829	642	1.73	0.7	4499	573	1.71	0.7	330	69	1.93	0.9	0.22*	0.32
NORTH CENTRAL	6291	823	1.67	0.6	5845	727	1.66	0.6	446	96	1.77	0.7	0.11	0.17
SOUTH	6707	914	1.75	0.8	5953	752	1.74	0.8	754	162	1.81	0.8	0.07	0.09
WEST	3986	487	2.27	0.8	3630	408	2.25	0.7	356	78	2.37	0.8	0.12	0.16
CURRICULUM:														
GENERAL	9561	1287	1.80	0.7	8520	1061	1.78	0.7	1041	226	1.89	0.8	0.11	0.15
ACADEMIC	7858	971	1.81	0.7	7615	916	1.80	0.7	243	55	2.04	0.8	0.25*	0.37
VOCATIONAL	4012	557	1.84	0.8	3483	447	1.81	0.8	529	111	1.95	0.9	0.14	0.17
COMMUNITY TYPE:														
URBAN	4506	566	2.04	0.8	3968	455	2.01	0.8	538	111	2.19	0.9	0.18	0.21
SUBURBAN	10875	1378	1.87	0.7	10104	1211	1.86	0.7	771	167	1.99	0.8	0.13*	0.19
RURAL	6432	923	1.58	0.7	5855	794	1.57	0.7	577	129	1.63	0.8	0.06	0.09

NOTE: WEIGHTED N IS IN THOUSANDS

APPENDIX D

APPENDIX D-1

List of Courses Included in Each Subscale

REMEDIAL ENGLISH

23.0106	COMMUNICATION SKILLS, NON COLLEGE
23.0106	ENGLISH 9, BASIC
23.0106	ENGLISH 1, BELOW GRADE LEVEL
23.0109	ENGLISH 2, BELOW GRADE LEVEL
23.0109	ENGLISH 10, BASIC
23.0112	ENGLISH 11, BASIC
23.0112	ENGLISH 3, BELOW GRADE LEVEL
23.0115	ENGLISH 4, BELOW GRADE LEVEL
23.0115	ENGLISH 12, BASIC
32.0118	MINIMUM STANDARDS REVIEW
32.0118	CAREER COMMUNICATIONS
32.0118	ENGLISH, FUNCTIONAL
32.0118	ENGLISH, PERSONAL

APPENDIX D-2

List of Courses Included in Each Subscale

GENERAL ENGLISH

23.0107	ENGLISH 9, AVERAGE
23.0107	ENGLISH 1
23.0110	ENGLISH 2
23.0110	ENGLISH 10, AVERAGE
23.0113	ENGLISH 3
23.0113	ENGLISH 11, AVERAGE
23.0116	ENGLISH 12, AVERAGE
23.0116	ENGLISH 4

APPENDIX D-3

List of Courses Included in Each Subscale

ADVANCED (HONORS AND ADVANCED PLACEMENT) ENGLISH

23.0108	ENGLISH 9, HONORS
23.0108	ENGLISH 1, HONORS
23.0111	ENGLISH 10, HONORS
23.0111	ENGLISH 2, HONORS
23.0114	ENGLISH 11, HONORS
23.0114	ENGLISH 3, HONORS
23.0117	ENGLISH 12, HONORS
23.0117	ENGLISH 4, HONORS
23.0117	ENGLISH, ADVANCED PLACEMENT

APPENDIX D-4

List of Courses Included in Each Subscale

ENGLISH, SPECIAL TOPICS

23.0118	MODERN CLASSICAL LITERATURE
23.0118	WORLD LITERATURE
23.0119	RENAISSANCE LITERATURE
23.0119	MAN IN A NEW WORLD
23.0120	MAN AND NATURE
23.0120	ROMANTICISM
23.0121	REALISM
23.0122	CONTEMPORARY FICTION
23.0122	BIG BOOKS OF THE 20TH CENTURY
23.0122	TWENTIETH CENTURY LITERATURE
23.0122	LITERATURE, CONTEMPORARY
23.0123	IRISH LITERATURE
23.0124	RUSSIAN LITERATURE
23.0125	LITERATURE OF THE BIBLE
23.0125	BIBLE AS LITERATURE
23.0126	MYTHOLOGY AND FABLE
23.0126	HEROES, GODS AND MONSTERS
23.0126	MYTHOLOGY AND FOLKLORE
23.0127	DRAMA, INTRODUCTION
23.0128	WORLD DRAMA
23.0129	PLAYS, MODERN SURVEY
23.0130	NOVELS
23.0131	SHORT STORY
23.0131	SHORT FICTION
23.0131	SHORT NARRATIVE
23.0132	MYSTERIES
23.0133	POETRY
23.0134	ROCK POETRY
23.0135	AMERICAN HUMOR
23.0135	LET'S LAUGH
23.0135	HUMOR
23.0136	FAMOUS PERSONALITIES
23.0136	BIOGRAPHY
23.0137	NON FICTION
23.0138	FICTION AND FANTASY
23.0138	LITERATURE OF THE MYSTERIOUS
23.0138	SCIENCE FICTION
23.0139	WAR AND PEACE
23.0139	MODERN JOURNALISTIC LITERATURE
23.0139	THEMES IN LITERATURE
23.0140	LITERATURE OF HUMAN VALUES
23.0141	MINORITY LITERATURE
23.0141	ETHNIC LITERATURE
23.0142	WOMEN IN LITERATURE
23.0143	SPORTS THROUGH LITERATURE
23.0144	SUPERNATURAL LITERATURE
23.0144	OCCULT LITERATURE
23.0145	PROTEST LITERATURE
23.0146	ADOLESCENT FICTION
23.0146	YOUTH AND LITERATURE
23.0146	BOOKS AND THE TEENAGE READER
23.0147	HEROES
23.0148	UTOPIAS
23.0149	DEATH
23.0150	NOBEL PRIZE AUTHORS
23.0151	SEMINAR IN AN AUTHOR
23.0152	ENGLISH, REAL LIFE PROBLEM SOLVING
23.0200	CLASSICS, OTHER

APPENDIX D-5

List of Courses Included in Each Subscale

ENGLISH, SPECIAL TOPICS

23.0211	CLASSICAL MYTHOLOGY
23.0211	MYTHOLOGICAL LITERATURE, GREEK AND ROMAN
23.0300	COMPARATIVE LITERATURE, OTHER
23.0311	COMPARISONS IN LITERATURE
23.0311	COMPARATIVE LITERATURE
23.0700	LITERATURE, AMERICAN, OTHER
23.0711	PORTRAIT OF AN AMERICAN
23.0711	SELECTED AMERICAN AUTHORS
23.0711	AMERICAN EXPERIENCE
23.0711	AMERICAN LITERATURE
23.0711	AMERICAN WRITERS
23.0721	AFRO AMERICAN LITERATURE
23.0721	LITERATURE OF BLACK AMERICA
23.0721	BLACK LITERATURE
23.0731	AMERICAN HEROES
23.0731	AMERICAN PHILOSOPHY IN LITERATURE
23.0731	AMERICAN CULTURAL PATTERNS
23.0731	AMERICAN DILEMMA
23.0731	AMERICAN DREAM IN LITERATURE
23.0741	FOLKLORE, AMERICAN
23.0751	INDIAN LITERATURE
23.0751	AMERICAN INDIAN LITERATURE
23.0761	STATE WRITERS
23.0761	REGIONAL WRITERS
23.0771	WESTERN LITERATURE
23.0771	FRONTIER LITERATURE
23.0781	MEXICAN AMERICAN LITERATURE
23.0800	LITERATURE, ENGLISH, OTHER
23.0811	BRITISH LITERATURE SURVEY
23.0811	BRITISH LITERATURE, CONVENTIONS AND EXPERIMENTS
23.0811	MAJOR BRITISH WRITERS
23.0811	BACKGROUND OF MODERN BRITISH LITERATURE
23.0821	POLITICAL INTRIGUE AND MURDER
23.0821	AGES OF MAN
23.0821	SHAKESPEARE
23.0831	MODERN BRITISH WRITERS
23.0841	VICTORIAN LITERATURE
23.0851	SATIRE, MODERN BRITISH
23.0861	ONCE AND FUTURE KING
23.0861	ARTHURIAN LEGEND
23.9700	LETTERS, OTHER
30.0721	WOMEN'S STUDIES IN LITERATURE

APPENDIX D-6

List of Courses Included in Each Subscale

COMPOSITION, WRITING AND GRAMMAR

23.0154	RESEARCH AND WRITING THE TERM PAPER
23.0154	RESEARCH PAPER
23.0154	RESEARCH PROCESS
23.0154	RESEARCH TECHNIQUE
23.0154	WRITING AND RESEARCH
23.0154	COLLEGE WRITING
23.0400	COMPOSITION, OTHER
23.0401	COMPOSITION, EXPOSITORY
23.0401	EXPOSITORY WRITING
23.0401	CONTEMPORARY COMPOSITION
23.0401	WRITING PRACTICE
23.0402	COMPOSITION, ADVANCED
23.0402	WRITING SKILLS WORKSHOP
23.0402	WRITING LABORATORY
23.0403	WRITING ABOUT LITERATURE
23.0408	LANGUAGE STRUCTURE 9
23.0408	GRAMMAR 9
23.0409	GRAMMAR REVIEW 10, COLLEGE PREPARATION
23.0409	LANGUAGE STRUCTURE 10
23.0409	GRAMMAR 10
23.0410	GRAMMAR 11
23.0410	GRAMMAR REVIEW 11, COLLEGE PREPARATION
23.0410	LANGUAGE STRUCTURE 11
23.0411	GRAMMAR 12
23.0411	LANGUAGE STRUCTURE 12
23.0411	GRAMMAR REVIEW 12, COLLEGE PREPARATION
23.0414	INTERPERSONAL COMMUNICATION
23.0500	CREATIVE WRITING, OTHER
23.0511	CREATIVE WRITING 10
23.0511	CREATIVE WRITING 1
23.0512	CREATIVE WRITING 2, WORKSHOP
23.0512	CREATIVE WRITING 11
23.0513	CREATIVE WRITING 12
23.0521	CREATIVE WRITING, INDEPENDENT STUDY
23.0600	LINGUISTICS (INCLUDES PHONETICS, SEMANTICS, AND PHILOLOGY), O
23.0611	LANGUAGE AND THOUGHT
23.0611	SEMANTICS AND HISTORY OF LANGUAGE
23.0611	LINGUISTICS
50.0531	PLAYWRITING

APPENDIX D-7

List of Courses Included in Each Subscale

ORAL ENGLISH, SPEAKING AND DEBATING

23.0900	RHETORIC, OTHER
23.1000	SPEECH, DEBATE, AND FORENSICS, OTHER
23.1011	PUBLIC SPEAKING
23.1011	SPEECH ARTS
23.1011	FORENSICS
23.1011	COMMUNICATIONS, BASIC
23.1011	ORAL COMPOSITION
23.1011	ORAL COMMUNICATIONS
23.1021	THEY USED TO CALL IT RHETORIC
23.1021	ORAL INTERPRETATION
23.1021	SPEECH 1
23.1021	SPEECH, GENERAL
23.1022	DISCUSSION AND DEBATE
23.1022	DEBATE AND ARGUMENTATION
23.1022	SPEECH 2
23.1022	SPEECH TOURNAMENT
23.1023	SPEECH 3
23.1031	DEBATE PRACTICUM CONTRACT
32.0112	SPEECH, DEVELOPMENTAL
32.0113	LANGUAGE, DEVELOPMENTAL
32.0114	VOICE, DEVELOPMENTAL

APPENDIX D-8

List of Courses Included in Each Subscale

REMEDIAL READING

32.0109	READING IMPROVEMENT
32.0109	READING, REMEDIAL
32.0109	READING DEVELOPMENT 1
32.0110	READING DEVELOPMENT 2
32.0115	WORD STUDY, REMEDIAL

APPENDIX D-9

List of Courses Included in Each Subscale

OTHER READING & VOCABULARY

23.0153	READING LABORATORY
23.0153	LITERATURE, INDIVIDUALIZED
23.0153	READING AND CONFERENCE
23.0153	READING FOR PLEASURE
23.0153	READING, INDEPENDENT STUDY
23.0153	READING, INDIVIDUALIZED
23.0153	BEST SELLERS
23.0153	EFFECTIVE READING
23.0404	WORD POWER
23.0404	COLLEGE VOCABULARY SKILL BUILDING
23.0404	VOCABULARY
23.0404	FUN WITH WORDS
23.0412	WORDSEARCH
23.0412	WORD CLUES
23.0412	ETYMOLOGY
32.0111	SPEED READING

APPENDIX D-10

List of Courses Included in Each Subscale

VOCATIONAL ENGLISH

07.0411	BUSINESS ENGLISH 1
07.0411	BUSINESS COMMUNICATIONS
07.0412	BUSINESS ENGLISH 2
09.0200	ADVERTISING, OTHER
09.0211	ADVERTISING
23.1100	TECHNICAL AND BUSINESS WRITING, OTHER
23.1111	TECHNICAL ENGLISH

APPENDIX D-11

List of Courses Included in Each Subscale

MATHEMATICS BASIC SKILLS

27.0105	MATHEMATICS, BASIC
27.0105	MATHEMATICS, REMEDIAL
27.0105	MATHEMATICS, ESSENTIALS
27.0105	MATHEMATICS LAB
27.0105	ARITHMETIC REVIEW
27.0105	COMPETENCY MATHEMATICS
27.0114	MATHEMATICS SURVIVAL SKILLS
27.0114	CONSUMER MATHEMATICS

APPENDIX D-12

List of Courses Included in Each Subscale

PRE-ALGEBRA/PRE-GEOMETRY

27.0401	PRE-ALGEBRA
27.0401	ALGEBRA SKILLS
27.0401	ALGEBRA, BASIC
27.0401	ALGEBRA, INTRODUCTION
27.0401	ALGEBRA, PRACTICAL
27.0401	ALGEBRA, PRINCIPLES
27.0409	GEOMETRY, PHYSICAL
27.0409	GEOMETRY, PRACTICAL
27.0409	GEOMETRY, OCCUPATIONAL
27.0409	GEOMETRY, INFORMAL
27.0409	GEOMETRY, INTUITIVE
27.0409	GEOMETRIC DESIGN

APPENDIX D-13

List of Courses Included in Each Subscale

GENERAL MATH

27.0100	MATHEMATICS, OTHER GENERAL
27.0106	MATHEMATICS 1, APPLIED
27.0106	COMPUTATIONAL SKILLS 1
27.0106	MATHEMATICS 1, GENERAL
27.0107	COMPUTATIONAL SKILLS 2
27.0107	MATHEMATICS 2, APPLIED
27.0107	MATHEMATICS 2, GENERAL
27.0108	SCIENCE MATHEMATICS
27.0109	MATHEMATICS AS A LIBERAL ART
27.0109	MATHEMATICS IN THE ARTS
27.0112	MATHEMATICS REVIEW
27.0112	SAT MATHEMATICS
27.0113	MATHEMATICS TUTORING
27.0300	APPLIED MATHEMATICS, OTHER
27.0421	MATHEMATICS 1, UNIFIED
27.0422	MATHEMATICS 2, UNIFIED
27.0423	MATHEMATICS 3, UNIFIED
27.0424	MATHEMATICS, INDEPENDENT STUDY
27.0424	MATHEMATICS, ENRICHMENT
27.0424	MATHEMATICS STRATEGIES
27.0424	MATHEMATICS SEMINAR
27.0424	MATHEMATICS, COMPETITIVE
27.0424	MATHEMATICS TOPICS
27.9900	MATHEMATICS, OTHER

APPENDIX D-14

List of Courses Included in Each Subscale

VOCATIONAL MATH

01.0151	AGRICULTURAL MATHEMATICS
07.0171	CAREER COMPUTATION 1
07.0171	BUSINESS MATHEMATICS 1
07.0171	BUSINESS ARITHMETIC
07.0172	CAREER COMPUTATION 2
07.0172	BUSINESS MATHEMATICS 2
07.0221	FINANCIAL MATHEMATICS
27.0110	MATHEMATICS, VOCATIONAL
27.0110	SHOP MATHEMATICS
27.0110	MATHEMATICS FOR TRADE AND INDUSTRY
27.0111	TECHNICAL MATHEMATICS
32.0108	MATHEMATICS FOR EMPLOYMENT
32.0108	WORK EXPERIENCE MATHEMATICS

APPENDIX D-15

List of Courses Included in Each Subscale

ALGEBRA I

27.0402	ALGEBRA 1, PART 1
27.0403	ALGEBRA 1, PART 2
27.0404	ALGEBRA 1
27.0404	ALGEBRA, ELEMENTARY

APPENDIX D-16

List of Courses Included in Each Subscale

GEOMETRY

27.0406	GEOMETRY, PLANE
27.0407	GEOMETRY, SOLID
27.0408	GEOMETRY

APPENDIX D-17

List of Courses Included in Each Subscale

ADVANCED MATH

27.0400	PURE MATHEMATICS, OTHER
27.0405	ALGEBRA 2
27.0405	ALGEBRA, INTERMEDIATE
27.0410	ALGEBRA 3
27.0410	MATHEMATICS, ADVANCED
27.0410	ALGEBRAIC SYSTEMS
27.0410	ALGEBRA, COLLEGE
27.0410	ALGEBRA, ADVANCED
27.0411	TRIGONOMETRY
27.0412	ANALYTIC GEOMETRY
27.0412	GEOMETRY, ADVANCED
27.0413	TRIGONOMETRY AND SOLID GEOMETRY
27.0414	ALGEBRA AND TRIGONOMETRY
27.0415	ALGEBRA AND ANALYTIC GEOMETRY
27.0416	ANALYSIS, ELEMENTARY
27.0416	ANALYSIS, INTRODUCTORY
27.0416	MATHEMATICAL ANALYSIS
27.0416	LIMITS AND FUNCTIONS
27.0416	PRE-CALCULUS
27.0416	ELEMENTARY FUNCTIONS
27.0417	LINEAR ALGEBRA
27.0417	MATRIX ALGEBRA
27.0417	ALGEBRA, HONORS
27.0418	CALCULUS AND ANALYTIC GEOMETRY
27.0419	CALCULUS
27.0420	CALCULUS, ADVANCED PLACEMENT
27.0420	MATHEMATICS, HONORS
27.0420	MATHEMATICS, ADVANCED PLACEMENT
27.0500	STATISTICS, OTHER
27.0511	STATISTICS
27.0521	PROBABILITY
27.0531	PROBABILITY AND STATISTICS

APPENDIX D-18

List of Courses Included in Each Subscale

GENERAL SCIENCE

30.0100	BIOLOGICAL AND PHYSICAL SCIENCES, OTHER
30.0111	SCIENCE, GENERAL
30.0111	SCIENCE, UNIFIED
30.0111	SCIENCE WORKSHOP
30.0111	PHYSICAL AND LIFE SCIENCE
30.0111	SCIENCE, BASIC
30.0111	SCIENCE, APPLIED
30.0111	SCIENCE IDEAS
30.0121	SCIENCE RESEARCH TECHNIQUES
30.0121	SCIENCE STUDY, INDEPENDENT
30.0121	SCIENCE INVESTIGATIONS

APPENDIX D-19

List of Courses Included in Each Subscale

PHYSICAL SCIENCE

40.0100	PHYSICAL SCIENCES, OTHER GENERAL
40.0121	CHEMISTRY AND PHYSICS
40.0121	SCIENCE 9
40.0121	PHYSICAL SCIENCE
40.0131	CHEMISTRY AND PHYSICS LABORATORY TECHNIQUES
40.0141	PHYSICAL SCIENCE, APPLIED
40.0200	ASTRONOMY, OTHER
40.0211	ASTRONOMY
40.0300	ASTROPHYSICS, OTHER
40.0400	ATMOSPHERIC SCIENCES AND METEOROLOGY, OTHER
40.0411	METEOROLOGY
40.0600	GEOLOGICAL SCIENCES, OTHER
40.0611	EARTH SCIENCE 9
40.0611	EARTH SCIENCE, GENERAL
40.0611	EARTH SCIENCE
40.0621	EARTH SCIENCE, COLLEGE PREPARATORY
40.0631	GEOLOGY
40.0641	MINERALOGY
40.0700	MISCELLANEOUS PHYSICAL SCIENCES, OTHER
40.0711	OCEANOGRAPHY
40.0900	PLANETARY SCIENCE, OTHER
40.0911	ROCKETRY AND SPACE SCIENCE
40.0911	SPACE SCIENCE
40.9900	PHYSICAL SCIENCES, OTHER
41.0300	PHYSICAL SCIENCE TECHNOLOGIES, OTHER

APPENDIX D-20

List of Courses Included in Each Subscale

FUNCTIONAL BIOLOGY

26.0121	BIOLOGY, BASIC
26.0121	BIOLOGY, PATTERNS
26.0121	BIOLOGY, ESSENTIALS
26.0121	BIOLOGY, FUNCTIONAL
26.0121	NATURAL SCIENCE
26.0121	LIFE SCIENCE

APPENDIX D-21

List of Courses Included in Each Subscale

BIOLOGY I

26.0131	BIOLOGY, REGENTS
26.0131	BIOLOGY
26.0131	BIOLOGY, INTRODUCTORY
26.0131	BIOLOGY, GENERAL
26.0141	BIOLOGY, COLLEGE PREPARATORY
26.0141	BIOLOGY, HONORS
26.0151	FIELD BIOLOGY
26.0151	BIOLOGY, REGIONAL
26.0171	BIOPSYCHOLOGY
26.0211	BIOCHEMISTRY
26.0300	BOTANY, OTHER
26.0311	PLANTS AND PEOPLE
26.0311	TREES AND SHRUBS, LOCAL
26.0311	BOTANY
26.0411	CELL BIOLOGY

APPENDIX D-22

List of Courses Included in Each Subscale

ADVANCED BIOLOGY

26.0142	BIOLOGY, ADVANCED PLACEMENT
26.0142	BIOLOGY, COLLEGE
26.0142	BIOLOGY, ADVANCED
26.0142	BIOLOGY 2
26.0161	GENETICS
26.0181	BIOLOGY SEMINAR
26.0181	BIOLOGY, INDEPENDENT STUDY
26.0500	MICROBIOLOGY, OTHER
26.0511	BACTERIOLOGY
26.0511	MICROBIOLOGY
26.0600	MISCELLANEOUS SPECIALIZED AREAS, LIFE SCIENCES, OTHER
26.0611	ECOLOGY
26.0621	BIOLOGY, AQUATIC
26.0621	MARINE STUDIES
26.0621	MARINE BIOLOGY
26.0622	MARINE BIOLOGY, ADVANCED
26.0622	MARINE BIOLOGY 2
26.0631	ANATOMY
26.0700	ZOOLOGY, OTHER
26.0711	ZOOLOGY
26.0721	ZOOLOGY, VERTEBRATE
26.0731	ZOOLOGY, INVERTEBRATE
26.0741	ANIMAL BEHAVIOR
26.0751	PHYSIOLOGY, HUMAN
26.0751	ANATOMY AND PHYSIOLOGY
26.0751	HUMAN BIOLOGY
26.0752	PHYSIOLOGY, ADVANCED
26.0761	PATHOLOGY
26.0761	HEALTH BIOLOGY
26.9900	LIFE SCIENCES, OTHER

APPENDIX D-23

List of Courses Included in Each Subscale

FUNCTIONAL CHEMISTRY

40.0511	CHEMISTRY, FUNDAMENTALS
40.0511	CHEMISTRY, GENERAL
40.0511	CHEMISTRY, INTERDISCIPLINARY
40.0511	CHEMISTRY, INTRODUCTORY
40.0511	CHEMISTRY CONCEPTS
40.0551	CONSUMER CHEMISTRY
40.0551	CHEMISTRY, APPLIED

APPENDIX D-24

List of Courses Included in Each Subscale

CHEMISTRY I

40.0500	CHEMISTRY, OTHER
40.0521	CHEM STUDY
40.0521	CHEMISTRY
40.0521	CHEMISTRY 1
40.0521	CHEMISTRY, REGENTS
40.0521	CHEMISTRY, COLLEGE PREPARATORY

APPENDIX D-25

List of Courses Included in Each Subscale

CHEMISTRY ADVANCED

40.0522	CHEMISTRY, ADVANCED PLACEMENT
40.0522	CHEMISTRY 2
40.0522	CHEMISTRY, ADVANCED
40.0531	ORGANIC CHEMISTRY
40.0531	ORGANIC BIOCHEMISTRY
40.0541	PHYSICAL CHEMISTRY
40.0561	CHEMISTRY, INDEPENDENT STUDY

APPENDIX D-26

List of Courses Included in Each Subscale

FUNCTIONAL PHYSICS

40.0811	PHYSICS, APPLIED
40.0811	PHYSICS, GENERAL
40.0811	PHYSICS CONCEPTS

APPENDIX D-27

List of Courses Included in Each Subscale

PHYSICS I

40.0800	PHYSICS, OTHER
40.0821	PHYSICS 1
40.0821	PHYSICS, REGENTS
40.0821	PHYSICS, COLLEGE
40.0841	ELECTRICITY AND ELECTRUNICS SCIENCE
40.0841	ELECTRONICS SCIENCE

APPENDIX D-28

List of Courses Included in Each Subscale

PHYSICS ADVANCED

40.0822	PHYSICS 2
40.0822	PHYSICS, ADVANCED
40.0822	PHYSICS, HONORS
40.0822	PHYSICS, ADVANCED PLACEMENT
40.0831	PHYSICS 2 WITHOUT CALCULUS

APPENDIX D-29

List of Courses Included in Each Subscale

FUNCTIONAL SOCIAL SCIENCES

32.0119	CONTEMPORARY ISSUES, BASIC SKILLS
33.0100	CITIZENSHIP/CIVIC ACTIVITIES, OTHER
33.0161	UNITED STATES HISTORY, REMEDIAL
45.0809	AMERICAN HISTORY, BASIC

APPENDIX D-30

List of Courses Included in Each Subscale

SOCIAL STUDIES, VOCATIONAL APPLICATIONS

06.0121	BUSINESS LAW
06.0500	BUSINESS ECONOMICS, OTHER
06.0511	BUSINESS ECONOMICS

APPENDIX D-31

List of Courses Included in Each Subscale

REGULAR HISTORY

45.0609	AMERICAN LABOR HISTORY
45.0800	HISTORY, OTHER
45.0807	UNITED STATES HISTORY, STATE AND LOCAL
45.0807	STATE HISTORY
45.0807	STATE HISTORY AND GOVERNMENT
45.0810	AMERICAN HISTORY
45.0810	AMERICAN HISTORY AND WORLD BACKGROUND
45.0811	UNITED STATES HISTORY 1
45.0811	FOUNDING OF AMERICA
45.0811	AGE OF DISCOVERY
45.0812	MODERN AMERICAN HISTORY
45.0812	UNITED STATES HISTORY 2
45.0815	WESTWARD MOVEMENT
45.0816	TWENTIETH CENTURY AMERICA
45.0816	AMERICAN HISTORY, CONTEMPORARY
45.0816	TWENTIETH CENTURY AMERICA, SURVEY
45.0817	TWENTIES AND THIRTIES
45.0817	ROARING 20'S AND DEPRESSED 30'S
45.0818	AMERICA, POST WAR WORLD
45.0818	UNITED STATES HISTORY, RECENT
45.0818	AMERICA SINCE 1945
45.0819	NINETEEN SIXTIES
45.0820	NINETEEN SEVENTIES
45.0821	REFORM IN AMERICAN HISTORY
45.0822	AMERICAN INQUIRIES
45.0823	HISTORIC EVENTS, UNITED STATES
45.0824	AMERICAN WARS, CAUSES AND EFFECTS
45.0824	WORLD WARS
45.0824	AMERICAN WARS AND DIPLOMACY
45.0825	CIVIL WAR
45.0826	CIVIL WAR, RECONSTRUCTION AND INDUSTRIALISM
45.0827	WAR AND MODERN CONSCIOUSNESS
45.0828	WORLD WAR II
45.0829	UNITED STATES MILITARY HISTORY 1
45.0830	UNITED STATES MILITARY HISTORY 2
45.0831	UNITED STATES HISTORY, FIELD STUDY
45.0832	NORTH AMERICAN HISTORY
45.0833	MEXICAN HISTORY
45.0834	SOUTH AMERICAN HISTORY
45.0835	WORLD HISTORY AND CULTURE
45.0835	SURVEY OF WORLD STUDIES
45.0835	EYE ON THE WORLD
45.0835	HISTORY OF WORLD CIVILIZATION
45.0835	WORLD GEOGRAPHY AND WORLD CULTURES
45.0835	WORLD HISTORY
45.0836	WORLD HISTORY, COLLEGE
45.0837	MODERN WORLD CIVILIZATION
45.0837	WORLD HISTORY, MODERN
45.0838	CURRENT WORLD HISTORY
45.0838	WORLD CIVILIZATION, TWENTIETH CENTURY
45.0839	WORLD CIVILIZATION, TWENTIETH CENTURY, HONORS
45.0840	WORLD CIVILIZATION 9
45.0840	WESTERN CIVILIZATION 9
45.0842	WESTERN CIVILIZATION, HISTORY
45.0842	EUROPEAN HISTORY
45.0843	EARLY WESTERN CIVILIZATION
45.0845	ANCIENT AND CLASSICAL WORLD
45.0846	ANCIENT GREEK HISTORY

APPENDIX D-32

List of Courses Included in Each Subscale

REGULAR HISTORY

45.0847	ROME AND HER EMPIRE
45.0848	EARLY WORLD HISTORY
45.0848	DEVELOPMENT OF CIVILIZATION
45.0848	ANCIENT WORLD HISTORY
45.0848	ANCIENT HISTORY AND MIDDLE AGES
45.0849	ENGLISH HISTORY
45.0852	MODERN EUROPE
45.0853	EUROPEAN HISTORY MID-NINETEENTH THROUGH MID-TWENTIETH CENTURI
45.0854	EUROPEAN HISTORY, TWENTIETH CENTURY
45.0854	TWENTIETH CENTURY EUROPE
45.0857	THIRD WORLD HISTORY
45.0858	AFRICAN HISTORY
45.0859	AFRICA, MIDDLE EAST AND LATIN AMERICA
45.0860	LATIN AMERICAN HISTORY
45.0861	MIDDLE EAST HISTORY
45.0862	ISRAEL, HISTORY
45.0863	EASTERN CIVILIZATION
45.0864	FAR EAST, HISTORY
45.0865	ASIAN HISTORY, MODERN
45.0866	PACIFIC LANDS, HISTORY
45.0867	RUSSIAN HISTORY
45.0868	WORLD LEADERS, PAST AND PRESENT
45.0869	HISTORICAL RESEARCH

APPENDIX D-33

List of Courses Included in Each Subscale

SOCIAL SCIENCES, OTHER REGULAR

05.0100	AREA STUDIES, OTHER
05.0101	AREA STUDIES
05.0102	AMERICAN STUDIES, BASIC
05.0103	AMERICAN STUDIES, GENERAL
05.0103	AMERICAN STUDIES, REGENTS
05.0103	AMERICAN HISTORY AND AMERICAN CHARACTER
05.0103	AMERICAN STUDIES, ACADEMIC
05.0104	FACTORS THAT MADE AMERICA GREAT
05.0104	CONTEMPORARY AMERICA
05.0104	AMERICA'S PEOPLE AND PROBLEMS
05.0104	AMERICAN SOCIAL CHANGE
05.0105	AMERICAN STUDIES, HONORS
05.0106	NEW ENGLAND STUDIES
05.0107	OLD SOUTH
05.0108	AMERICAN WEST
05.0108	WILD WEST
05.0108	HOW THE WEST WAS WON
05.0108	AMERICAN FRONTIERS
05.0109	SOUTHWEST UNITED STATES
05.0110	ANGLO AMERICA
05.0111	NORTH AMERICA AND CURRENT EVENTS
05.0112	NORTH AND SOUTH AMERICA
05.0113	LATIN AMERICA AND THE CARIBBEAN
05.0113	SOUTH AMERICA
05.0113	MESOAMERICA
05.0113	LATIN AMERICAN STUDIES
05.0113	LATIN AMERICA
05.0114	WORLD STUDIES 1
05.0114	WORLD CULTURES 1
05.0115	WORLD CULTURES 2
05.0115	WORLD STUDIES 2
05.0116	WORLD STUDIES, HONORS
05.0116	WORLD CULTURES, HONORS
05.0117	COMPARATIVE WORLD CULTURES
05.0118	EUROPEAN CULTURE STUDIES, BASIC
05.0118	WESTERN EUROPE ON THE MOVE
05.0119	EUROPE AND CURRENT EVENTS
05.0119	EUROPEAN CULTURE STUDIES, REGENTS
05.0119	EUROPEAN CULTURE STUDIES, GENERAL
05.0119	WESTERN EUROPEAN CULTURE STUDIES, ACADEMIC
05.0119	WESTERN MAN
05.0120	WESTERN EUROPEAN CULTURE STUDIES, HONORS
05.0120	EUROPEAN CULTURE STUDIES, HONORS
05.0121	EMERGING NATIONS
05.0121	DEVELOPING NATIONS
05.0121	DEVELOPING WORLD
05.0122	AFRICAN CULTURAL AREA
05.0122	AFRICAN AREA STUDIES
05.0123	AFRICA AND SOUTH AMERICA
05.0124	ASIAN AND AFRICAN CULTURAL STUDIES, BASIC
05.0125	ASIAN AND AFRICAN CULTURAL STUDIES, GENERAL
05.0125	ASIAN AND AFRICAN CULTURAL STUDIES, REGENTS
05.0126	ASIAN AND AFRICAN CULTURAL STUDIES, HONORS
05.0127	EAST ASIAN STUDIES
05.0127	ASIAN STUDIES
05.0127	ORIENT, LAND OF MYSTERY
05.0127	ORIENTAL CULTURES
05.0127	CHINESE AND JAPANESE CULTURES

APPENDIX D-34

List of Courses Included in Each Subscale

SOCIAL SCIENCES, OTHER REGULAR

05.0128	HISTORY OF CHINA
05.0129	ASIA, AFRICA AND MIDEAST
05.0130	AFRICA AND MIDDLE EAST
05.0131	MIDDLE EASTERN STUDIES
05.0132	MIDDLE EAST, WAR FOR SURVIVAL
05.0133	RUSSIAN AND SLAVIC STUDIES
05.0133	U S S R
05.0133	SOVIET UNION
05.0133	MAKING OF MODERN RUSSIA
05.0133	SOVIET AREA STUDIES
05.0134	SOVIET UNION AND CHINA
05.0135	SOVIET UNION AND AFRO AMERICAN DEVELOPING NATIONS
05.0136	HISTORY OF RUSSIA
05.0137	NEGLECTED WORLD
05.0138	GLOBAL PERSPECTIVES
05.0138	GLOBAL STUDIES
05.0138	GLOBAL ISSUES
05.0138	WORLD PROBLEMS
05.0138	GLOBAL EDUCATION
05.0200	ETHNIC STUDIES, OTHER
05.0211	AMERICAN INTERCULTURAL HERITAGE
05.0211	MINORITIES IN AMERICA
05.0211	MINORITIES IN UNITED STATES HISTORY
05.0211	MINORITIES
05.0211	MINORITY GROUPS IN THE UNITED STATES
05.0211	UNITED STATES CULTURES
05.0211	MINORITY PEOPLE
05.0211	MULTI ETHNIC CULTURES
05.0221	ETHNIC AND FAMILY HERITAGE
05.0231	BLACK STUDIES
05.0231	AFRO AMERICAN STUDIES
05.0231	AFRO AMERICAN CULTURE AND HISTORY
05.0231	AMERICAN BLACK HISTORY
05.0231	BLACK EXPERIENCE
05.0231	BLACK HISTORY
05.0241	ECONOMICS OF AFRO AMERICANS
05.0251	AMERICAN INDIAN
05.0251	INDIANS OF NORTH AMERICA
05.0261	JEWISH HISTORICAL SIGNIFICANCE
05.0271	MEXICAN AMERICAN HERITAGE
05.0271	MEXICAN AMERICAN STUDIES
05.0281	HAWAIIANA
05.0291	HAWAIIAN CULTURE STUDIES, MODERN
05.9900	AREA AND ETHNIC STUDIES, OTHER
22.0100	LAW, OTHER
22.0111	CRIMINAL LAW
22.0111	LAW FUNDAMENTALS
22.0111	PARLIAMENT AND COURT PROCEDURES
22.0111	LEGAL RIGHTS
22.0121	CRIMINOLOGY AND JUSTICE
22.0121	YOUTH AND THE LAW
22.0121	ON TRIAL
22.0121	LAW AND YOU
22.0121	PRACTICAL LAW
22.0121	LAW ENFORCEMENT AND THE COURTS
22.0121	LAW AND JUVENILE JUSTICE
22.0121	EVERYDAY LAW
22.0121	CIVIL LIBERTIES AND THE LAW
22.0131	STREET LAW
30.0700	WOMEN'S STUDIES, OTHER
30.0711	WOMEN IN AMERICAN SOCIETY
30.0711	WOMEN'S STUDIES
42.0100	PSYCHOLOGY, OTHER GENERAL
42.0111	PSYCHOLOGY
42.0111	BEHAVIORAL SCIENCES, INTRODUCTION
42.0111	HUMAN BEHAVIOR

APPENDIX D-35

List of Courses Included in Each Subscale

SOCIAL SCIENCES, OTHER REGULAR

42.0112	PSYCHOLOGY, ADVANCED
42.0200	CLINICAL PSYCHOLOGY, OTHER
42.0300	COGNITIVE PSYCHOLOGY, OTHER
42.0311	PSYCHOLOGY OF LEARNING
42.0321	EDUCATIONAL PSYCHOLOGY
42.0400	COMMUNITY PSYCHOLOGY, OTHER
42.0500	COMPARATIVE PSYCHOLOGY, OTHER
42.0600	COUNSELING PSYCHOLOGY, OTHER
42.0700	DEVELOPMENTAL PSYCHOLOGY, OTHER
42.0711	CHILD PSYCHOLOGY
42.0721	ADOLESCENT DEVELOPMENT
42.0721	ADOLESCENT PSYCHOLOGY
42.0731	ADJUSTMENT PSYCHOLOGY
42.0800	EXPERIMENTAL PSYCHOLOGY, OTHER
42.0900	INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY, OTHER
42.1000	PERSONALITY PSYCHOLOGY, OTHER
42.1011	HISTORICAL PERSONALITIES AND IDEAS
42.1021	HUMANISTIC PSYCHOLOGY
42.1100	PHYSIOLOGICAL PSYCHOLOGY, OTHER
42.1200	PSYCHOLINGUISTICS, OTHER
42.1300	PSYCHOMETRICS, OTHER
42.1400	PSYCHOPHARMACOLOGY, OTHER
42.1411	PSYCHOPHARMACOLOGY
42.1500	QUANTITATIVE PSYCHOLOGY, OTHER
42.1600	SOCIAL PSYCHOLOGY, OTHER
42.1611	SOCIAL PSYCHOLOGY
42.9900	PSYCHOLOGY, OTHER
43.0100	CRIMINAL JUSTICE, OTHER
43.0111	LAW ENFORCEMENT
43.0111	POLICE SCIENCE
43.0121	FORENSIC STUDIES
43.0121	LAW SCIENCE
43.0200	FIRE PROTECTION, OTHER
43.0211	FIRE FIGHTING PRACTICES
43.0211	FIRE SCIENCE
43.0221	FIRE SAFETY EDUCATION
43.9900	PROTECTIVE SERVICES, OTHER
44.0100	PUBLIC AFFAIRS, OTHER GENERAL
44.0200	COMMUNITY SERVICES, OTHER
44.0300	INTERNATIONAL PUBLIC SERVICE, OTHER
44.0400	PUBLIC ADMINISTRATION, OTHER
44.0500	PUBLIC POLICY STUDIES, OTHER
44.0600	PUBLIC WORKS, OTHER
44.0700	SOCIAL WORK, OTHER
44.0711	HUMAN SERVICES
44.9900	PUBLIC AFFAIRS, OTHER
45.0100	SOCIAL SCIENCES, OTHER GENERAL
45.0111	SOCIAL STUDIES SKILLS
45.0111	SOCIAL SCIENCE, INTRODUCTION
45.0111	SOCIAL STUDIES, INTRODUCTION
45.0121	SOCIAL SCIENCE, ADVANCED THEORY AND RESEARCH
45.0131	SOCIAL SCIENCE SEMINAR
45.0141	SOCIAL STUDIES, INDEPENDENT READING
45.0141	SOCIAL STUDIES, INDEPENDENT STUDY
45.0141	SOCIAL STUDIES, INDEPENDENT RESEARCH
45.0200	ANTHROPOLOGY, OTHER
45.0211	ANTHROPOLOGY
45.0221	MULTICULTURAL EDUCATION
45.0221	CULTURAL PLURALISM
45.0221	COMPARATIVE CULTURAL PATTERNS
45.0231	ANTHROPOLOGY, MYTH AND MAGIC
45.0241	CULTURAL ANTHROPOLOGY, RESEARCH
45.0300	ARCHAEOLOGY, OTHER

APPENDIX D-36

List of Courses Included in Each Subscale

SOCIAL SCIENCES, OTHER REGULAR

45.0311	ARCHAEOLOGY
45.0400	CRIMINOLOGY, OTHER
45.0500	DEMOGRAPHY, OTHER
45.0511	UNITED STATES CENSUS
45.0511	POPULATION EDUCATION
45.0600	ECONOMICS, OTHER
45.0601	ECONOMICS
45.0601	ECONOMICS 1
45.0601	ECONOMICS, THEORY
45.0601	ECONOMICS, BASIC
45.0602	ECONOMICS 2
45.0602	ECONOMICS FOR TODAY AND THE FUTURE
45.0602	AMERICAN ECONOMY
45.0602	ECONOMICS AND ECONOMIC PROBLEMS
45.0602	ECONOMICS NOW
45.0602	FREE ENTERPRISE
45.0602	COMPARATIVE ECONOMICS
45.0603	ECONOMICS AND THE CONSUMER
45.0603	CONSUMER AND THE ECONOMY
45.0603	CONSUMER ECONOMICS
45.0604	INCOME TAXES
45.0604	FILING YOUR INCOME TAXES
45.0605	INSURANCE THEORY
45.0606	INVESTMENT ECONOMICS
45.0607	TELEVISION AND ECONOMICS
45.0610	ECONOMICS, ANALYSIS AND CRITICISM
45.0700	GEOGRAPHY, OTHER
45.0702	GEOGRAPHY, UNITED STATES
45.0703	GEOGRAPHY, NORTH AMERICAN
45.0704	GEOGRAPHY
45.0704	WORLD GEOGRAPHY
45.0704	CULTURAL AND PHYSICAL GEOGRAPHY
45.0705	GEOGRAPHY, WESTERN HEMISPHERE AND AFRICA
45.0706	GEOGRAPHY, EASTERN HEMISPHERE
45.0707	PHYSICAL GEOGRAPHY
45.0708	ECONOMIC GEOGRAPHY
45.0708	ECONOMIC AND POLITICAL GEOGRAPHY
45.0709	MAN AND HIS ENVIRONMENT
45.0709	HUMAN AND CULTURAL GEOGRAPHY
45.0900	INTERNATIONAL RELATIONS, OTHER
45.0911	GLOBAL RELATIONS
45.0911	INTERNATIONAL RELATIONS
45.0911	FOREIGN POLICY PROBLEMS
45.0921	INTERNATIONAL RELATIONS, HONORS
45.0931	INTERNATIONAL LAW
45.0941	MODEL SECURITY COUNCIL, LOCAL
45.0951	MODEL UNITED NATIONS, LOCAL
45.0952	MODEL UNITED NATIONS, NATIONAL
45.1000	POLITICAL SCIENCE AND GOVERNMENT, OTHER
45.1001	COMMUNITY CIVICS
45.1001	CIVICS
45.1002	STATE AND LOCAL GOVERNMENT
45.1003	GOVERNMENT, BASIC
45.1003	GOVERNMENT AND CONTEMPORARY AMERICAN PROBLEMS
45.1004	AMERICAN GOVERNMENT
45.1004	GOVERNMENT AND DECISION MAKING
45.1004	PRACTICAL GOVERNMENT
45.1004	UNITED STATES GOVERNMENT
45.1004	UNITED STATES HISTORY AND GOVERNMENT
45.1004	POLITICAL STUDIES
45.1004	FEDERAL GOVERNMENT
45.1004	GOVERNMENT
45.1005	PRESIDENCY
45.1005	CONSTITUTION AND PRESIDENCY
45.1005	PRESIDENTIAL ROLES
45.1006	CONSTITUTIONAL HISTORY
45.1006	RIGHTS AND RESPONSIBILITIES
45.1006	FRAMEWORK OF THE CONSTITUTION
45.1007	LIBERTY AND THE LAW

APPENDIX D-37

List of Courses Included in Each Subscale

SOCIAL SCIENCES, OTHER REGULAR

45.1007	INDIVIDUAL VS. STATE
45.1008	AMERICAN POLITICAL BEHAVIOR
45.1008	GOVERNMENT AND POLITICS
45.1008	NATIONAL STATE AND LOCAL ELECTIONS
45.1008	YOUTH AND LOCAL POLITICS
45.1008	POLITICAL ISSUES
45.1008	AMERICAN POLITICAL SYSTEMS
45.1008	AMERICAN POLITICS
45.1009	ELECTIONS, POLITICS AND MORALITY, HONORS
45.1010	CURRENT EVENTS
45.1010	MEDIA AND POLITICS
45.1010	CONTEMPORARY WORLD AFFAIRS
45.1010	CRITICAL ISSUES
45.1010	CURRENT AFFAIRS
45.1011	AMERICAN GOVERNMENT IN WORLD AFFAIRS
45.1011	UNITED STATES AS A WORLD POWER
45.1011	AMERICAN FOREIGN POLICY
45.1012	DECISION MAKING IN A CRISIS
45.1012	IDEAS IN CONFLICT
45.1014	CITIZENSHIP
45.1014	CONTEMPORARY AMERICAN ISSUES
45.1014	CONTEMPORARY AMERICAN POLITICAL ISSUES
45.1014	CONTEMPORARY AMERICAN PROBLEMS
45.1014	AMERICAN PROBLEMS
45.1016	AMERICAN GOVERNMENT AND ECONOMICS, BASIC
45.1017	AMERICAN INSTITUTIONS
45.1017	AMERICAN GOVERNMENT AND ECONOMICS
45.1017	PROBLEMS OF DEMOCRACY AND ECONOMICS
45.1017	PROBLEMS OF DEMOCRACY
45.1017	TODAY'S PROBLEMS
45.1019	COMPARATIVE POLITICAL SYSTEMS, BASIC
45.1020	COMPARATIVE WORLD GOVERNMENTS
45.1020	COMPARATIVE POLITICAL SYSTEMS
45.1021	AMERICANISM VS. COMMUNISM
45.1022	AMERICANISM VS. COMMUNISM, HONORS
45.1023	COMMUNISM AND ITS GROWTH
45.1025	WRITINGS INFLUENCING GOVERNMENT
45.1026	GOVERNMENT INTERNSHIP
45.1027	MODEL SENATE
45.1028	POLITICAL LEADERSHIP
45.1029	POLITICAL SCIENCE
45.1100	SOCIOLOGY, OTHER
45.1111	COMMUNITY AND INTERGROUP RELATIONS
45.1111	SOCIAL PROBLEMS
45.1111	SOCIAL ISSUES
45.1111	AMERICAN SOCIAL PROBLEMS, INTRODUCTION
45.1121	SOCIOLOGY, GENERAL
45.1131	SOCIOLOGY, ISSUES
45.1141	MOBILITY IN SOCIETY
45.1151	VIOLENCE IN AMERICA
45.1161	DEATH AND DYING
45.1181	SOCIOLOGY, RESEARCH
45.1200	URBAN STUDIES, OTHER
45.1211	CITY IN UNITED STATES HISTORY
45.1211	URBAN SOCIAL PROBLEMS
45.1211	URBAN STUDIES
45.1211	URBAN ENVIRONMENT AND PROBLEMS
45.1211	URBAN PROBLEMS
45.1211	URBAN SURVIVAL
45.1221	URBAN ECOLOGY
45.1231	TECHNOLOGY AND URBANIZATION
45.9900	SOCIAL SCIENCES, OTHER

APPENDIX D-38

List of Courses Included in Each Subscale

SOCIAL STUDIES, ADVANCED PLACEMENT AND HONORS

45.0611	ECONOMICS, COLLEGE
45.0710	FIELD GEOGRAPHY, HONORS
45.0808	UNITED STATES HISTORY, STATE, ADVANCED PLACEMENT
45.0813	UNITED STATES HISTORY, HONORS
45.0814	AMERICAN HISTORY, COLLEGE
45.0814	AMERICAN HISTORY, ADVANCED PLACEMENT
45.0814	UNITED STATES HISTORY, ADVANCED PLACEMENT
45.0841	WESTERN CIVILIZATION 9, HONORS
45.0841	WORLD CIVILIZATION 9, HONORS
45.0844	WESTERN CIVILIZATION, ADVANCED PLACEMENT
45.0844	WORLD HISTORY, ADVANCED
45.0850	ENGLISH HISTORY, HONORS
45.0851	FRENCH REVOLUTION, HONORS
45.0855	EUROPEAN HISTORY, ADVANCED READINGS
45.0856	WESTERN CIVILIZATION, MODERN
45.0856	EUROPEAN HISTORY, MODERN, ADVANCED PLACEMENT
45.1013	POLITICAL STUDIES, HONORS
45.1013	AMERICAN HERITAGE, HONORS
45.1015	CONTEMPORARY AMERICAN POLITICAL ISSUES, HONORS
45.1015	AMERICAN PROBLEMS, RESEARCH
45.1018	AMERICAN GOVERNMENT AND ECONOMICS, HONORS
45.1024	EUROPEAN CIVICS
45.1024	CIVICS, HONORS
45.1030	POLITICAL SCIENCE, ADVANCED PLACEMENT
45.1171	SOCIOLOGY, HONORS

APPENDIX D-39

List of Courses Included in Each Subscale

ENGLISH AS A SECOND LANGUAGE

16.0121	TESOL, BEGINNING
16.0121	ENGLISH AS A SECOND LANGUAGE 1
16.0122	TESOL, INTERMEDIATE
16.0122	ENGLISH AS A SECOND LANGUAGE 2
16.0123	TESOL, ADVANCED
16.0123	ENGLISH AS A SECOND LANGUAGE 3
16.0124	ENGLISH AS A SECOND LANGUAGE, SKILLS LAB

APPENDIX D-40

List of Courses Included in Each Subscale

FIRST YEAR FOREIGN LANGUAGE

16.0211	SWAHILI 1
16.0311	CANTONESE 1
16.0321	MANDARIN 1
16.0331	JAPANESE 1
16.0341	HAWAIIAN 1
16.0351	KOREAN 1
16.0421	RUSSIAN 1
16.0441	POLISH 1
16.0513	GERMAN 1
16.0513	GERMAN 9
16.0521	NORWEGIAN 1
16.0521	NORSE 1
16.0621	MODERN GREEK 1
16.0903	FRENCH 9
16.0903	FRENCH 1
16.0913	ITALIAN 9
16.0913	ITALIAN 1
16.0920	LATIN 1
16.0920	LATIN 9
16.0920	LATIN GRAFFITI FOR ANYBODY
16.0926	PORTUGUESE 1
16.0933	SPANISH 9
16.0933	SPANISH 1
16.0933	SPANISH, BEGINNING
16.1111	HEBREW 1

APPENDIX D-41

List of Courses Included in Each Subscale

SECOND YEAR FOREIGN LANGUAGE

16.0212	SWAHILI 2
16.0312	CANTONESE 2
16.0322	MANDARIN 2
16.0332	JAPANESE 2
16.0422	RUSSIAN 2
16.0442	POLISH 2
16.0514	GERMAN 10
16.0514	GERMAN 2
16.0522	NORSE 2
16.0522	NORWEGIAN 2
16.0904	FRENCH 10
16.0904	FRENCH 2
16.0914	ITALIAN 2
16.0914	ITALIAN 10
16.0921	LATIN 2
16.0921	LATIN 10
16.0927	PORTUGUESE 2
16.0934	SPANISH 2
16.0934	SPANISH 10
16.1112	HEBREW 2

APPENDIX D-42

List of Courses Included in Each Subscale

THIRD YEAR FOREIGN LANGUAGE

16.0313	CANTONESE 3
16.0333	JAPANESE 3
16.0343	HAWAIIAN 3
16.0423	RUSSIAN 3
16.0433	CZECH 3
16.0515	GERMAN 3
16.0515	GERMAN 11
16.0533	SWEDISH 3
16.0905	FRENCH 3
16.0905	FRENCH 11
16.0915	ITALIAN 11
16.0915	ITALIAN 3
16.0922	LATIN 11
16.0922	LATIN 3
16.0928	PORTUGUESE 3
16.0935	SPANISH 3
16.0935	SPANISH 11
16.0935	SPANISH, INTERMEDIATE
16.1113	HEBREW 3

APPENDIX D-43

List of Courses Included in Each Subscale

FOURTH YEAR FOREIGN LANGUAGE

16.0334	JAPANESE 4
16.0424	RUSSIAN 4
16.0516	GERMAN 4
16.0516	GERMAN 12
16.0906	FRENCH 12
16.0906	FRENCH 4
16.0916	ITALIAN 4
16.0916	ITALIAN 12
16.0923	LATIN 4
16.0923	LATIN 12
16.0936	SPANISH 12
16.0936	SPANISH 4
16.1114	HEBREW 4

APPENDIX D-44

List of Courses Included in Each Subscale

FIFTH YEAR/AP FOREIGN LANGUAGE

16.0517	GERMAN, ADVANCED PLACEMENT
16.0517	GERMAN 5
16.0907	FRENCH, ADVANCED PLACEMENT
16.0907	FRENCH 5
16.0917	ITALIAN 5
16.0917	ITALIAN, ADVANCED PLACEMENT
16.0924	LATIN, ADVANCED PLACEMENT
16.0924	LATIN 5
16.0930	PORTUGUESE 5
16.0937	SPANISH, ADVANCED PLACEMENT
16.0937	SPANISH 5

APPENDIX D-45

List of Courses Included in Each Subscale

OTHER LANGUAGE COURSES (E.G. LANGUAGE FOR TRAVELERS)

16.0300	ASIATIC LANGUAGES, OTHER
16.0500	GERMANIC LANGUAGES, OTHER
16.0518	GERMAN, READING AND CONFERENCE
16.0518	GERMAN FIELD-BASED EXPERIENCE
16.0519	FOREIGN LANGUAGE CONTRACT, GERMAN
16.0519	GERMAN, INDEPENDENT STUDY
16.0611	MODERN GREEK FOR SURVIVAL
16.0900	ITALIC LANGUAGES, OTHER
16.0908	FRENCH FOR TRAVELERS
16.0908	FRENCH SEMINAR
16.0908	FRENCH FIELD-BASED EXPERIENCE
16.0908	FRENCH READING AND CONFERENCE
16.0909	FOREIGN LANGUAGE CONTRACT, FRENCH
16.0910	FRENCH, CONVERSATIONAL
16.0925	FOREIGN LANGUAGE CONTRACT, LATIN
16.0938	SPANISH FIELD-BASED EXPERIENCE
16.0938	SPANISH SEMINAR
16.0939	FOREIGN LANGUAGE CONTRACT, SPANISH
16.0939	SPANISH, INDEPENDENT STUDY
16.0940	SPANISH FOR NATIVE SPEAKERS
16.0940	SPANISH FOR SPANISH SPEAKERS
16.0941	SPANISH FOR TRAVELERS
16.0942	SPANISH, JOB RELATED
16.0942	SPANISH, COMMERCIAL
16.9900	FOREIGN LANGUAGES, OTHER

APPENDIX D-46

List of Courses Included in Each Subscale

COMPUTER LITERACY

07.0311	COMPUTERS IN BUSINESS
07.0311	BUSINESS COMPUTER CONCEPTS
11.0100	COMPUTER AND INFORMATION SCIENCES, OTHER GENERAL
11.0111	COMPUTER LITERACY
11.0111	COMPUTERS, INTRODUCTION
11.0111	COMPUTER APPRECIATION
11.9900	COMPUTER AND INFORMATION SCIENCES, OTHER

APPENDIX D-47

List of Courses Included in Each Subscale

COMPUTER PROGRAMMING

11.0141	COMPUTER SCIENCE, ADVANCED PLACEMENT
11.0200	COMPUTER PROGRAMMING, OTHER
11.0211	COMPUTER PROGRAMMING 1
11.0212	COMPUTER PROGRAMMING 2
11.0221	FORTRAN, INTRODUCTION
11.0231	PASCAL, INTRODUCTION
11.0241	BASIC, INTRODUCTION
11.0251	COBOL, INTRODUCTION

APPENDIX D-48

List of Courses Included in Each Subscale

DP & APPLICATION

07.0300	BUSINESS DATA PROCESSING AND RELATED PROGRAMS, OTHER
07.0321	BUSINESS DATA PROCESSING 1
07.0322	BUSINESS DATA PROCESSING 2
07.0331	BUSINESS COMPUTER PROGRAMMING 1
07.0331	BUSINESS COMPUTER APPLICATIONS
07.0332	BUSINESS COMPUTER PROGRAMMING 2
11.0121	COMPUTER PROBLEM SOLVING
11.0121	MATHEMATICS AND COMPUTING
11.0121	COMPUTER MATHEMATICS 1
11.0122	COMPUTER MATHEMATICS 2
11.0131	COMPUTER APPLICATIONS
11.0132	COMPUTER APPLICATIONS, INDEPENDENT STUDY
11.0300	DATA PROCESSING, OTHER
11.0311	ELECTRONIC DATA PROCESSING
11.0311	COMPUTER CONCEPTS
11.0311	DATA SYSTEMS 1
11.0311	DATA PROCESSING SYSTEMS AND PROCEDURES
11.0311	DATA PROCESSING
11.0311	DATA PROCESSING, INTRODUCTION
11.0312	DATA PROCESSING, INTERMEDIATE
11.0312	DATA PROCESSING 2
11.0313	DATA PROCESSING, ADVANCED

APPENDIX D-49

ENGLISH TOTAL

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	3.89	1.0	11060	2391541	2.43	0.8
SEX:								
MALE	5480	1163562	3.83	1.0	5471	1160649	2.22	0.8
FEMALE	5600	1232541	3.94	0.9	5589	1230892	2.63	0.8
BASE YEAR SES:								
LOW	2555	498104	3.86	1.0	2550	497212	2.19	0.8
MIDDLE	5150	1198970	3.88	1.0	5142	1196804	2.42	0.8
HIGH	2992	622296	3.93	0.9	2987	621791	2.70	0.8
RACE:								
WHITE	7490	1894875	3.88	0.9	7481	1892034	2.51	0.8
BLACK	1574	288245	3.99	1.0	1565	286726	2.03	0.8
ASIAN-AMERICAN	263	28321	3.81	1.0	263	28321	2.77	0.8
MEX.-AMER + PUERTO RICAN	1118	103624	3.83	1.1	1116	103422	2.11	0.8
OTHER HISPANIC	470	55116	3.99	1.0	470	55116	2.21	0.8
AMER. INDIAN + OTHER	165	25921	3.97	0.9	165	25921	2.20	0.7
SCHOOL TYPE:								
PUBLIC	8400	2141403	3.86	0.9	8380	2136840	2.41	0.8
PRIVATE	625	69241	3.91	0.9	625	69241	2.56	0.8
CATHOLIC	2055	185459	4.23	1.2	2055	185459	2.62	0.8
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	4.04	0.8	2582	551781	2.42	0.8
NORTH CENTRAL	3156	723587	3.70	1.1	3149	723295	2.48	0.8
SOUTH	3329	753856	4.03	0.9	3321	750962	2.32	0.8
WEST	2010	365603	3.74	1.0	2008	365502	2.58	0.8
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	3.84	1.0	3423	777098	2.19	0.8
ACADEMIC	5033	978591	4.02	0.9	5027	978018	2.82	0.7
VOCATIONAL	2613	636726	3.76	1.0	2602	634136	2.13	0.7
COMMUNITY TYPE:								
URBAN	2384	437681	3.94	1.0	2376	437229	2.29	0.8
SUBURBAN	5744	1184767	3.91	1.0	5741	1183536	2.46	0.8
RURAL	2952	773656	3.83	0.8	2943	770775	2.46	0.8
BASE YEAR TEST SCORES:								
LOW	2076	446554	3.87	1.1	2064	443371	1.89	0.7
MIDDLE	5099	1121404	3.87	1.0	5094	1120364	2.37	0.7
HIGH	3222	672418	3.94	0.9	3220	672230	3.02	0.7
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	3.98	0.9	3613	766975	3.16	0.6
MOSTLY B	2432	521857	3.90	1.0	2429	520663	2.54	0.6
HALF B AND C	2854	616658	3.87	1.0	2851	615811	2.04	0.6
MOSTLY C OR BELOW	2110	476062	3.76	1.0	2107	474880	1.65	0.5

APPENDIX D-50

REMEDIAL ENGLISH

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.19	0.6	1392	324545	2.30	1.0
SEX:								
MALE	5480	1163562	0.22	0.7	781	181643	2.13	0.9
FEMALE	5600	1232541	0.17	0.6	611	142902	2.52	1.0
BASE YEAR SES:								
LOW	2555	498104	0.23	0.6	397	82306	2.14	0.9
MIDDLE	5150	1198970	0.19	0.6	669	161022	2.27	1.0
HIGH	2992	622296	0.15	0.5	248	63920	2.64	0.9
RACE:								
WHITE	7490	1894875	0.19	0.6	882	245545	2.40	0.9
BLACK	1574	288245	0.22	0.6	209	44955	1.97	1.0
ASIAN-AMERICAN	263	28321	0.18	0.5	35	4378	2.46	1.3
MEX.-AMER + PUERTO RICAN	1118	103624	0.23	0.6	173	16633	1.97	0.9
OTHER HISPANIC	470	55116	0.25	0.7	66	8461	1.95	0.8
AMER. INDIAN + OTHER	165	25921	0.24	0.7	27	4573	2.20	0.8
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.21	0.6	1232	310062	2.29	1.0
PRIVATE	625	69241	0.05	0.3	31	3876	1.80	1.1
CATHOLIC	2055	185459	0.07	0.4	129	10608	2.74	0.9
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.21	0.7	287	69543	2.24	0.9
NORTH CENTRAL	3156	723587	0.18	0.6	378	95484	2.36	1.0
SOUTH	3329	753856	0.17	0.6	369	97147	2.21	1.0
WEST	2010	365603	0.24	0.6	358	62371	2.43	1.0
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.26	0.8	546	130990	2.17	0.9
ACADEMIC	5033	978591	0.12	0.5	402	85470	2.76	0.9
VOCATIONAL	2613	636726	0.22	0.6	442	107615	2.10	1.0
COMMUNITY TYPE:								
URBAN	2384	437681	0.23	0.6	315	75365	2.06	1.0
SUBURBAN	5744	1184767	0.20	0.7	746	165199	2.36	1.0
RURAL	2952	773656	0.16	0.6	331	83982	2.39	0.9
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.33	0.7	450	98431	2.00	0.9
MIDDLE	5099	1121404	0.19	0.6	648	151145	2.27	0.9
HIGH	3222	672418	0.11	0.5	195	50251	3.04	0.8
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	0.14	0.6	275	68182	3.03	0.8
MOSTLY B	2432	521857	0.16	0.6	261	60940	2.50	0.8
HALF B AND C	2854	616658	0.20	0.6	408	89426	2.22	0.9
MOSTLY C OR BELOW	2110	476062	0.30	0.7	436	103615	1.79	0.9

APPENDIX D-51

GENERAL ENGLISH

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	2.31	1.4	9887	2126349	2.41	0.9
SEX:								
MALE	5480	1163562	2.27	1.4	4877	1025827	2.19	0.9
FEMALE	5600	1232541	2.35	1.4	5010	1100522	2.61	0.9
BASE YEAR SES:								
LOW	2555	498104	2.56	1.4	2320	455101	2.16	0.8
MIDDLE	5150	1198970	2.30	1.4	4609	1067119	2.41	0.9
HIGH	2992	622296	2.16	1.4	2623	539485	2.68	0.9
RACE:								
WHITE	7490	1894875	2.27	1.4	6660	1674039	2.49	0.9
BLACK	1574	288245	2.58	1.5	1395	258335	2.00	0.8
ASIAN-AMERICAN	263	28321	2.03	1.3	222	24386	2.72	0.9
MEX.-AMER + PUERTO RICAN	1118	103624	2.49	1.4	1030	96143	2.05	0.8
OTHER HISPANIC	470	55116	2.36	1.4	426	49309	2.24	0.9
AMER. INDIAN + OTHER	165	25921	2.38	1.3	154	24138	2.23	0.8
SCHOOL TYPE:								
PUBLIC	8400	2141403	2.29	1.4	7445	1896036	2.39	0.9
PRIVATE	625	69241	2.66	1.4	567	62986	2.52	0.8
CATHOLIC	2055	185459	2.47	1.5	1875	167328	2.58	0.8
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	2.47	1.3	2395	503416	2.41	0.9
NORTH CENTRAL	3156	723587	1.92	1.3	2696	622722	2.45	0.9
SOUTH	3329	753856	2.86	1.4	3089	693847	2.29	0.9
WEST	2010	365603	1.72	1.2	1707	306364	2.57	0.9
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	2.34	1.4	3075	694347	2.17	0.9
ACADEMIC	5033	978591	2.23	1.4	4439	854422	2.81	0.8
VOCATIONAL	2613	636726	2.41	1.4	2366	575717	2.10	0.8
COMMUNITY TYPE:								
URBAN	2384	437681	2.38	1.4	2159	392057	2.28	0.9
SUBURBAN	5744	1184767	2.16	1.4	5003	1026101	2.43	0.9
RURAL	2952	773656	2.51	1.3	2725	708192	2.44	0.9
BASE YEAR TEST SCORES:								
LOW	2076	446554	2.44	1.4	1829	394211	1.80	0.8
MIDDLE	5099	1121404	2.39	1.4	4644	1017228	2.31	0.8
HIGH	3222	672418	2.11	1.4	2800	575005	3.04	0.7
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	2.28	1.4	3196	670439	3.15	0.7
MOSTLY B	2432	521857	2.35	1.4	2197	465633	2.54	0.7
HALF B AND C	2854	616658	2.38	1.4	2565	556504	2.00	0.7
MOSTLY C OR BELOW	2110	476062	2.24	1.4	1879	422927	1.64	0.6

APPENDIX D-52

ADVANCED (HONORS AND ADVANCED PLACEMENT) ENGLISH

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.22	0.7	1423	317748	2.77	0.9
SEX:								
MALE	5480	1163562	0.18	0.6	654	133062	2.58	0.9
FEMALE	5600	1232541	0.25	0.7	769	184686	2.91	0.9
BASE YEAR SES:								
LOW	2555	498104	0.11	0.4	209	38573	2.37	1.1
MIDDLE	5150	1198970	0.21	0.7	617	149082	2.72	0.9
HIGH	2992	622296	0.33	0.8	574	126096	2.96	0.8
RACE:								
WHITE	7490	1894875	0.24	0.7	1063	271235	2.83	0.9
BLACK	1574	288245	0.10	0.4	134	21201	2.14	1.1
ASIAN-AMERICAN	263	28321	0.40	0.9	65	6766	3.29	0.8
MEX.-AMER + PUERTO RICAN	1118	103624	0.10	0.4	89	8122	2.45	1.1
OTHER HISPANIC	470	55116	0.26	0.7	61	8324	2.50	0.9
AMER. INDIAN + OTHER	165	25921	0.08	0.3	11	2100	2.15	0.8
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.21	0.7	1060	277745	2.74	0.9
PRIVATE	625	69241	0.22	0.5	87	11540	3.03	0.6
CATHOLIC	2055	185459	0.27	0.7	276	28463	2.97	0.8
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.33	0.8	423	96950	2.77	0.9
NORTH CENTRAL	3156	723587	0.12	0.4	301	68300	2.87	0.9
SOUTH	3329	753856	0.21	0.7	394	87755	2.62	0.9
WEST	2010	365603	0.25	0.6	305	64743	2.87	0.9
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.09	0.4	229	52234	2.28	1.0
ACADEMIC	5033	978591	0.40	0.9	1032	224603	2.96	0.8
VOCATIONAL	2613	636726	0.08	0.4	162	40910	2.38	0.9
COMMUNITY TYPE:								
URBAN	2384	437681	0.22	0.7	304	60959	2.68	1.0
SUBURBAN	5744	1184767	0.25	0.7	826	177633	2.82	0.9
RURAL	2952	773656	0.17	0.6	293	79156	2.74	0.9
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.03	0.2	57	13582	1.72	0.9
MIDDLE	5099	1121404	0.14	0.5	472	107501	2.42	0.9
HIGH	3222	672418	0.45	0.9	789	172417	3.09	0.8
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	0.42	0.9	811	177777	3.24	0.7
MOSTLY B	2432	521857	0.19	0.6	296	69730	2.49	0.7
HALF B AND C	2854	616658	0.11	0.4	208	48741	2.02	0.8
MOSTLY C OR BELOW	2110	476062	0.06	0.3	103	20571	1.48	0.6

APPENDIX D-53

ENGLISH, SPECIAL TOPICS

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.49	0.7	4835	1039044	2.45	1.0
SEX:								
MALE	5480	1163562	0.48	0.7	2332	505298	2.27	1.0
FEMALE	5600	1232541	0.50	0.7	2503	533746	2.63	1.0
BASE YEAR SES:								
LOW	2555	498104	0.33	0.6	846	159648	2.12	1.0
MIDDLE	5150	1198970	0.50	0.7	2311	528755	2.39	1.0
HIGH	2992	622296	0.62	0.8	1537	320796	2.75	0.9
RACE:								
WHITE	7490	1894875	0.53	0.7	3523	866916	2.53	1.0
BLACK	1574	288245	0.33	0.6	547	91840	1.87	1.1
ASIAN-AMERICAN	263	28321	0.50	0.7	132	13330	2.86	0.9
MEX.-AMER + PUERTO RICAN	1118	103624	0.31	0.6	340	32415	2.13	1.1
OTHER HISPANIC	470	55116	0.42	0.7	216	21689	2.14	1.0
AMER. INDIAN + OTHER	165	25921	0.49	0.6	77	12853	1.97	0.9
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.46	0.7	3436	900309	2.42	1.0
PRIVATE	625	69241	0.55	0.7	338	36870	2.65	0.9
CATHOLIC	2055	185459	0.80	0.9	1061	101865	2.70	0.8
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.53	0.8	1096	220380	2.49	1.0
NORTH CENTRAL	3156	723587	0.62	0.7	1807	413621	2.50	1.0
SOUTH	3329	753856	0.29	0.6	819	192388	2.23	1.0
WEST	2010	365603	0.57	0.7	1113	212655	2.52	1.0
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.44	0.7	1462	334626	2.17	1.0
ACADEMIC	5033	978591	0.60	0.8	2435	476817	2.85	0.9
VOCATIONAL	2613	636726	0.39	0.7	937	227573	2.02	1.0
COMMUNITY TYPE:								
URBAN	2384	437681	0.41	0.6	917	176716	2.25	1.0
SUBURBAN	5744	1184767	0.56	0.8	2768	568712	2.49	1.0
RURAL	2952	773656	0.43	0.7	1150	293616	2.50	1.0
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.29	0.5	664	137108	1.71	0.9
MIDDLE	5099	1121404	0.50	0.7	2262	504948	2.30	0.9
HIGH	3222	672418	0.62	0.8	1629	340252	3.02	0.8
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	0.52	0.8	1574	329503	3.23	0.7
MOSTLY B	2432	521857	0.53	0.8	1126	236133	2.58	0.8
HALF B AND C	2854	616658	0.47	0.7	1239	267031	2.08	0.8
MOSTLY C OR BELOW	2110	476062	0.43	0.6	875	201584	1.53	0.8

COMPOSITION, WRITING AND GRAMMAR

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.32	0.5	3777	865746	2.49	1.0
SEX:								
MALE	5480	1163562	0.32	0.5	1821	418336	2.28	1.0
FEMALE	5600	1232541	0.33	0.5	1956	447410	2.69	0.9
BASE YEAR SES:								
LOW	2555	498104	0.23	0.5	705	129229	2.21	1.0
MIDDLE	5150	1198970	0.34	0.5	1822	453406	2.47	0.9
HIGH	2992	622296	0.37	0.5	1139	260231	2.72	0.9
RACE:								
WHITE	7490	1894875	0.33	0.5	2668	712339	2.58	1.0
BLACK	1574	288245	0.28	0.5	466	84882	1.98	1.0
ASIAN-AMERICAN	263	28321	0.37	0.5	113	11508	2.72	1.0
MEX.-AMER + PUERTO RICAN	1118	103624	0.27	0.5	327	30047	2.23	1.0
OTHER HISPANIC	470	55116	0.28	0.5	137	16440	2.08	0.9
AMER. INDIAN + OTHER	165	25921	0.33	0.5	66	10530	2.10	0.9
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.33	0.5	2944	777562	2.47	1.0
PRIVATE	625	69241	0.28	0.5	201	24980	2.67	0.7
CATHOLIC	2055	185459	0.29	0.5	632	63205	2.69	0.9
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.24	0.5	673	162038	2.54	1.0
NORTH CENTRAL	3156	723587	0.42	0.5	1468	349123	2.54	1.0
SOUTH	3329	753856	0.21	0.5	710	164775	2.79	1.0
WEST	2010	365603	0.52	0.6	926	189811	2.54	1.0
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.32	0.5	1177	276583	2.18	0.9
ACADEMIC	5033	978591	0.37	0.5	1871	405639	2.85	0.9
VOCATIONAL	2613	636726	0.25	0.5	727	182775	2.17	1.0
COMMUNITY TYPE:								
URBAN	2384	437681	0.32	0.6	744	149953	2.40	1.0
SUBURBAN	5744	1184767	0.37	0.6	2136	474272	2.51	1.0
RURAL	2952	773656	0.25	0.5	897	241521	2.50	1.0
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.23	0.5	561	118465	1.87	0.9
MIDDLE	5099	1121404	0.33	0.5	1769	410165	2.33	0.9
HIGH	3222	672418	0.39	0.6	1245	287120	3.02	0.8
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	0.34	0.5	1233	286822	3.21	0.7
MOSTLY B	2432	521857	0.34	0.5	860	197398	2.58	0.8
HALF B AND C	2854	616658	0.33	0.6	973	218682	2.11	0.8
MOSTLY C OR BELOW	2110	476062	0.28	0.5	694	158781	1.61	0.8

APPENDIX D-55

ORAL ENGLISH, SPEAKING AND DEBATING

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.15	0.3	2282	509362	2.68	1.0
SEX:								
MALE	5480	1163562	0.15	0.4	1130	245117	2.48	1.1
FEMALE	5600	1232541	0.15	0.3	1152	264245	2.88	0.9
BASE YEAR SES:								
LOW	2555	498104	0.11	0.3	436	85036	2.38	1.1
MIDDLE	5150	1198970	0.15	0.3	1057	256904	2.63	1.0
HIGH	2992	622296	0.18	0.4	718	151157	2.98	0.9
RACE:								
WHITE	7490	1894875	0.15	0.3	1622	416715	2.76	1.0
BLACK	1574	288245	0.14	0.4	330	54857	2.26	1.1
ASIAN-AMERICAN	263	28321	0.12	0.3	44	5324	2.65	1.1
MEX.-AMER + PUERTO RICAN	1118	103624	0.11	0.3	178	18251	2.75	1.1
OTHER HISPANIC	470	55116	0.13	0.4	74	8881	2.58	1.0
AMER. INDIAN + OTHER	165	25921	0.16	0.3	34	5333	2.56	0.9
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.15	0.3	1673	451368	2.66	1.0
PRIVATE	625	69241	0.08	0.2	113	8362	3.08	0.7
CATHOLIC	2055	185459	0.19	0.4	496	49632	2.81	0.9
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.07	0.2	269	57384	2.44	1.0
NORTH CENTRAL	3156	723587	0.24	0.4	1070	256549	2.71	1.0
SOUTH	3329	753856	0.11	0.3	497	101642	2.60	1.1
WEST	2010	365603	0.17	0.3	446	93787	2.87	1.0
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.15	0.4	701	167241	2.47	1.0
ACADEMIC	5033	978591	0.16	0.3	1108	219206	3.04	0.9
VOCATIONAL	2613	636726	0.12	0.3	470	121995	2.36	1.1
COMMUNITY TYPE:								
URBAN	2384	437681	0.14	0.3	421	87402	2.52	1.1
SUBURBAN	5744	1184767	0.15	0.4	1239	253635	2.64	1.0
RURAL	2952	773656	0.14	0.3	622	168325	2.83	1.0
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.13	0.3	381	81941	2.17	1.0
MIDDLE	5099	1121404	0.15	0.3	1085	249600	2.60	1.0
HIGH	3222	672418	0.16	0.3	687	146725	3.20	0.8
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	0.15	0.4	683	155142	3.38	0.7
MOSTLY B	2432	521857	0.16	0.4	523	117534	2.91	0.8
HALF B AND C	2854	616658	0.14	0.3	606	129832	2.33	0.9
MOSTLY C OR BELOW	2110	476062	0.14	0.3	455	104039	1.84	1.0

APPENDIX D-56

REMEDIAL READING

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.11	0.4	1334	258515	2.45	1.0
SEX:								
MALE	5480	1163562	0.13	0.4	723	143179	2.25	1.0
FEMALE	5600	1232541	0.09	0.3	611	115335	2.69	1.0
BASE YEAR SES:								
LOW	2555	498104	0.17	0.5	456	75293	2.43	0.9
MIDDLE	5150	1198970	0.10	0.3	581	125962	2.46	1.0
HIGH	2992	622296	0.05	0.2	198	39468	2.57	1.3
RACE:								
WHITE	7490	1894875	0.08	0.3	665	162114	2.54	1.1
BLACK	1574	288245	0.22	0.5	310	61023	2.21	1.0
ASIAN-AMERICAN	263	28321	0.12	0.4	33	3017	3.38	0.7
MEX.-AMER + PUERTO RICAN	1118	103624	0.21	0.5	227	20781	2.44	1.0
OTHER HISPANIC	470	55116	0.15	0.5	66	6899	2.19	0.9
AMER. INDIAN + OTHER	165	25921	0.21	0.5	33	4680	2.15	0.8
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.11	0.4	1063	241746	2.44	1.0
PRIVATE	625	69241	0.03	0.1	31	4497	2.99	0.8
CATHOLIC	2055	185459	0.07	0.3	240	12272	2.47	0.9
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.11	0.4	319	58369	2.43	1.0
NORTH CENTRAL	3156	723587	0.09	0.3	345	72878	2.52	1.1
SOUTH	3329	753856	0.10	0.3	315	73371	2.37	1.0
WEST	2010	365603	0.17	0.5	355	53896	2.48	1.1
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.13	0.4	518	100604	2.21	1.0
ACADEMIC	5033	978591	0.06	0.2	380	65564	2.85	1.0
VOCATIONAL	2613	636726	0.15	0.5	433	91596	2.43	1.0
COMMUNITY TYPE:								
URBAN	2384	437681	0.13	0.4	339	57888	2.42	1.1
SUBURBAN	5744	1184767	0.11	0.4	758	138354	2.48	1.0
RURAL	2952	773656	0.08	0.3	237	62272	2.41	0.9
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.27	0.6	536	103493	2.31	1.0
MIDDLE	5099	1121404	0.07	0.3	525	96087	2.47	1.0
HIGH	3222	672418	0.03	0.1	128	28254	3.07	1.0
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	0.05	0.2	224	42854	3.16	0.9
MOSTLY B	2432	521857	0.07	0.3	228	43142	2.70	1.0
HALF B AND C	2854	616658	0.14	0.4	434	83731	2.41	1.0
MOSTLY C OR BELOW	2110	476062	0.19	0.5	433	85522	2.01	1.0

APPENDIX D-57

OTHER READING & VOCABULARY

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.07	0.2	1057	238959	2.60	1.1
SEX:								
MALE	5480	1163562	0.07	0.3	535	121402	2.34	1.1
FEMALE	5600	1232541	0.06	0.2	522	117557	2.86	1.0
BASE YEAR SES:								
LOW	2555	498104	0.07	0.3	225	43700	2.49	1.1
MIDDLE	5150	1198970	0.07	0.2	505	123065	2.51	1.1
HIGH	2992	622296	0.06	0.2	286	62923	2.89	1.0
RACE:								
WHITE	7490	1894875	0.06	0.2	733	189881	2.70	1.0
BLACK	1574	288245	0.08	0.3	152	28707	2.14	1.0
ASIAN-AMERICAN	263	28321	0.08	0.3	22	2275	3.03	0.8
MEX.-AMER + PUERTO RICAN	1118	103624	0.08	0.3	106	11580	2.14	1.0
OTHER HISPANIC	470	55116	0.09	0.4	36	5685	2.25	1.0
AMER. INDIAN + OTHER	165	25921	0.05	0.3	8	831	2.46	0.8
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.07	0.2	828	215215	2.58	1.1
PRIVATE	625	69241	0.05	0.2	41	5185	2.94	0.8
CATHOLIC	2055	185459	0.06	0.2	188	18559	2.69	0.9
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.05	0.2	161	38997	2.51	0.9
NORTH CENTRAL	3156	723587	0.09	0.2	470	103884	2.55	1.0
SOUTH	3329	753856	0.05	0.3	197	53237	2.49	1.2
WEST	2010	365603	0.08	0.2	229	42841	2.91	1.0
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.08	0.3	387	92746	2.33	1.0
ACADEMIC	5033	978591	0.06	0.2	448	92534	2.99	1.0
VOCATIONAL	2613	636726	0.06	0.2	222	53679	2.37	1.0
COMMUNITY TYPE:								
URBAN	2384	437681	0.07	0.3	208	47538	2.47	1.0
SUBURBAN	5744	1184767	0.07	0.2	621	129409	2.65	1.1
RURAL	2952	773656	0.05	0.2	228	62012	2.59	1.0
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.11	0.3	256	58335	2.14	1.0
MIDDLE	5099	1121404	0.06	0.2	465	110283	2.59	1.0
HIGH	3222	672418	0.05	0.2	266	56286	3.10	0.9
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	0.05	0.2	272	61624	3.32	0.9
MOSTLY B	2432	521857	0.06	0.2	219	50775	2.77	0.9
HALF B AND C	2854	616658	0.07	0.2	307	67493	2.35	1.0
MOSTLY C OR BELOW	2110	476062	0.09	0.3	248	56236	1.98	0.9

APPENDIX D-59

MATHEMATICS TOTAL

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	2.71	1.1	11034	2387707	2.22	0.9
SEX:								
MALE	5480	1163562	2.78	1.1	5459	1159424	2.11	0.9
FEMALE	5600	1232541	2.65	1.1	5575	1228283	2.33	0.9
BASE YEAR SES:								
LOW	2555	498104	2.37	1.0	2532	494264	2.10	0.9
MIDDLE	5150	1198970	2.67	1.1	5136	1196405	2.20	0.9
HIGH	2992	622296	3.13	1.1	2987	621561	2.41	0.9
RACE:								
WHITE	7490	1894875	2.74	1.1	7470	1889783	2.29	0.9
BLACK	1574	288245	2.63	1.0	1561	286597	1.86	0.8
ASIAN-AMERICAN	263	28321	3.22	1.1	263	28321	2.60	0.9
MEX.-AMER + PUERTO RICAN	1118	103624	2.45	1.1	1108	102154	2.06	0.9
OTHER HISPANIC	470	55116	2.52	1.1	469	55110	1.97	0.8
AMER. INDIAN + OTHER	165	25921	2.38	1.0	163	25742	1.90	0.9
SCHOOL TYPE:								
PUBLIC	8400	2141403	2.64	1.1	8356	2133167	2.21	0.9
PRIVATE	625	69241	3.14	1.1	624	69086	2.28	0.9
CATHOLIC	2055	185459	3.40	1.2	2054	185453	2.36	0.8
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	3.02	1.1	2579	551702	2.22	0.9
NORTH CENTRAL	3156	723587	2.58	1.2	3144	722418	2.26	0.9
SOUTH	3329	753856	2.69	1.0	3305	748833	2.17	0.9
WEST	2010	365603	2.56	1.0	2006	364753	2.27	0.8
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	2.38	1.0	3410	775658	2.04	0.8
ACADEMIC	5033	978591	3.33	1.0	5025	977496	2.50	0.9
VOCATIONAL	2613	636726	2.19	0.9	2592	632689	2.02	0.8
COMMUNITY TYPE:								
URBAN	2384	437681	2.72	1.0	2370	436218	2.07	0.9
SUBURBAN	5744	1184767	2.84	1.1	5726	1181190	2.24	0.9
RURAL	2952	773656	2.52	1.1	2938	770299	2.28	0.9
BASE YEAR TEST SCORES:								
LOW	2076	446554	2.19	0.9	2061	443885	1.82	0.8
MIDDLE	5099	1121404	2.56	1.1	5080	1117396	2.10	0.8
HIGH	3222	672418	3.35	1.0	3219	671841	2.73	0.8
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	3.18	1.1	3608	765868	2.91	0.8
MOSTLY B	2432	521857	2.78	1.1	2424	520371	2.20	0.7
HALF B AND C	2854	616658	2.48	1.0	2843	614709	1.86	0.7
MOSTLY C OR BELOW	2110	476062	2.22	0.9	2100	473972	1.62	0.7

APPENDIX D-60

MATHEMATICS BASIC SKILLS

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.16	0.4	1652	378807	2.14	1.0
SEX:								
MALE	5480	1163562	0.17	0.4	829	196015	2.06	1.0
FEMALE	5600	1232541	0.14	0.4	823	182793	2.22	1.0
BASE YEAR SES:								
LOW	2555	498104	0.23	0.5	549	108652	2.05	1.0
MIDDLE	5150	1198970	0.15	0.4	755	187637	2.16	1.0
HIGH	2992	622296	0.09	0.3	244	60900	2.31	1.1
RACE:								
WHITE	7490	1894875	0.13	0.4	913	247542	2.29	1.0
BLACK	1574	288245	0.31	0.6	380	86774	1.78	1.0
ASIAN-AMERICAN	263	28321	0.10	0.3	20	2848	2.56	0.9
MEX.-AMER + PUERTO RICAN	1118	103624	0.24	0.5	240	23721	2.08	1.0
OTHER HISPANIC	470	55116	0.24	0.5	67	12753	1.85	0.9
AMER. INDIAN + OTHER	165	25921	0.22	0.5	32	5168	1.68	1.0
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.17	0.4	1452	359588	2.11	1.0
PRIVATE	625	69241	0.04	0.2	17	2705	2.80	1.0
CATHOLIC	2055	185459	0.07	0.2	183	16514	2.54	1.1
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.14	0.4	312	72690	2.10	1.1
NORTH CENTRAL	3156	723587	0.11	0.3	359	88956	2.16	1.1
SOUTH	3329	753856	0.20	0.5	550	143183	2.09	1.0
WEST	2010	365603	0.20	0.4	431	73978	2.24	1.0
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.21	0.5	718	164943	2.03	1.0
ACADEMIC	5033	978591	0.07	0.3	365	68735	2.47	1.1
VOCATIONAL	2613	636726	0.23	0.5	566	144256	2.09	1.0
COMMUNITY TYPE:								
URBAN	2384	437681	0.20	0.4	434	84427	2.01	1.0
SUBURBAN	5744	1184767	0.14	0.4	782	173280	2.15	1.1
RURAL	2952	773656	0.16	0.4	436	121100	2.21	1.0
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.36	0.6	667	149499	1.88	1.0
MIDDLE	5099	1121404	0.14	0.4	738	167140	2.24	1.0
HIGH	3222	672418	0.04	0.2	126	31603	3.00	0.9
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	0.08	0.3	254	58049	2.93	0.9
MOSTLY B	2432	521857	0.11	0.3	257	58138	2.33	1.0
HALF B AND C	2854	616658	0.21	0.5	564	126830	2.08	1.0
MOSTLY C OR BELOW	2110	476062	0.27	0.5	558	132323	1.77	1.0

PRE-ALGEBRA/PRE-GEOMETRY

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.16	0.4	1901	404411	2.11	1.1
SEX:								
MALE	5480	1163562	0.16	0.4	918	194241	2.00	1.1
FEMALE	5600	1232541	0.16	0.4	983	210170	2.21	1.1
BASE YEAR SES:								
LOW	2555	498104	0.17	0.4	474	87683	1.99	1.1
MIDDLE	5150	1198970	0.15	0.4	889	194123	2.03	1.1
HIGH	2992	622296	0.17	0.4	452	105894	2.37	1.0
RACE:								
WHITE	7490	1894875	0.16	0.4	1106	295199	2.20	1.1
BLACK	1574	288245	0.20	0.4	335	62104	1.84	1.2
ASIAN-AMERICAN	263	28321	0.16	0.4	44	4948	2.75	1.0
MEX.-AMER + PUERTO RICAN	1118	103624	0.23	0.5	278	25620	1.89	1.1
OTHER HISPANIC	470	55116	0.18	0.4	100	11382	1.84	1.1
AMER. INDIAN + OTHER	165	25921	0.15	0.4	38	5158	1.39	1.1
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.17	0.4	1554	370051	2.08	1.1
PRIVATE	625	69241	0.14	0.4	55	9469	2.52	1.0
CATHOLIC	2055	185459	0.14	0.4	292	24891	2.39	1.0
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.12	0.3	324	64522	2.17	1.1
NORTH CENTRAL	3156	723587	0.19	0.5	560	135608	2.12	1.0
SOUTH	3329	753856	0.16	0.4	536	125399	2.03	1.1
WEST	2010	365603	0.20	0.4	481	78883	2.16	1.1
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.20	0.5	710	151658	1.98	1.0
ACADEMIC	5033	978591	0.13	0.4	684	134723	2.46	1.0
VOCATIONAL	2613	636726	0.17	0.4	505	117637	1.89	1.1
COMMUNITY TYPE:								
URBAN	2384	437681	0.17	0.4	434	79900	1.92	1.1
SUBURBAN	5744	1184767	0.19	0.4	1077	229737	2.13	1.1
RURAL	2952	773656	0.12	0.3	390	94774	2.23	1.1
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.15	0.4	392	75433	1.58	1.0
MIDDLE	5099	1121404	0.19	0.4	1038	218953	2.11	1.0
HIGH	3222	672418	0.11	0.3	316	73280	2.68	1.0
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	0.10	0.3	384	80889	2.86	1.0
MOSTLY B	2432	521857	0.17	0.4	404	84501	2.31	1.0
HALF B AND C	2854	616658	0.20	0.4	604	126123	1.90	1.0
MOSTLY C OR BELOW	2110	476062	0.22	0.5	495	108623	1.64	0.9

APPENDIX D-62

GENERAL MATH

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.47	0.7	3889	873021	2.25	1.0
SEX:								
MALE	5480	1163562	0.52	0.8	2049	454786	2.15	1.0
FEMALE	5600	1232541	0.43	0.7	1840	418235	2.36	1.0
BASE YEAR SES:								
LOW	2555	498104	0.69	0.8	1256	261988	2.20	1.0
MIDDLE	5150	1198970	0.45	0.7	1783	419190	2.24	1.0
HIGH	2992	622296	0.31	0.7	648	149660	2.42	1.1
RACE:								
WHITE	7490	1894875	0.40	0.7	2226	604333	2.34	1.0
BLACK	1574	288245	0.85	0.9	836	173260	1.97	1.0
ASIAN-AMERICAN	263	28321	0.36	0.7	74	8294	2.50	1.1
MEX.-AMER + PUERTO RICAN	1118	103624	0.66	0.8	479	50162	2.18	1.1
OTHER HISPANIC	470	55116	0.53	0.8	180	21705	1.99	1.0
AMER. INDIAN + OTHER	165	25921	0.75	0.8	94	15268	2.16	1.1
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.50	0.8	3290	821194	2.25	1.0
PRIVATE	625	69241	0.30	0.6	98	16544	1.95	1.0
CATHOLIC	2055	185459	0.27	0.6	501	35284	2.33	1.0
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.64	0.9	999	232494	2.21	1.0
NORTH CENTRAL	3156	723587	0.33	0.6	892	209999	2.31	1.0
SOUTH	3329	753856	0.56	0.8	1304	321379	2.22	1.0
WEST	2010	365603	0.33	0.6	694	109149	2.29	1.0
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.55	0.8	1496	338562	2.13	1.0
ACADEMIC	5033	978591	0.32	0.7	1124	226516	2.56	1.0
VOCATIONAL	2613	636726	0.62	0.8	1266	307028	2.16	1.0
COMMUNITY TYPE:								
URBAN	2384	437681	0.56	0.8	947	179612	2.10	1.0
SUBURBAN	5744	1184767	0.45	0.8	1870	407423	2.28	1.0
RURAL	2952	773656	0.46	0.7	1072	285986	2.29	1.0
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.92	0.9	1342	302356	1.94	0.9
MIDDLE	5099	1121404	0.42	0.7	1733	383684	2.34	1.0
HIGH	3222	672418	0.26	0.6	560	123901	2.82	1.0
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	0.33	0.7	806	182854	2.97	0.9
MOSTLY B	2432	521857	0.38	0.7	709	155027	2.39	1.0
HALF B AND C	2854	616658	0.58	0.8	1234	271406	2.10	0.9
MOSTLY C OR BELOW	2110	476062	0.67	0.8	1110	256305	1.83	0.9

APPENDIX D-58

VOCATIONAL ENGLISH

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.03	0.2	498	115191	2.55	1.0
SEX:								
MALE	5480	1163562	0.02	0.1	172	37391	2.39	1.0
FEMALE	5600	1232541	0.05	0.2	326	77800	2.63	1.0
BASE YEAR SES:								
LOW	2555	498104	0.05	0.2	149	32039	2.36	1.1
MIDDLE	5150	1198970	0.03	0.2	243	58185	2.65	1.0
HIGH	2992	622296	0.02	0.1	87	20215	2.76	0.9
RACE:								
WHITE	7490	1894875	0.03	0.2	324	89234	2.67	1.0
BLACK	1574	288245	0.04	0.2	89	15474	1.91	1.0
ASIAN-AMERICAN	263	28321	0.02	0.1	7	995	3.08	0.9
MEX.-AMER + PUERTO RICAN	1118	103624	0.03	0.1	40	4353	2.17	1.1
OTHER HISPANIC	470	55116	0.04	0.2	28	3028	2.56	1.1
AMER. INDIAN + OTHER	165	25921	0.04	0.1	10	2108	3.03	1.0
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.04	0.2	427	110135	2.55	1.0
PRIVATE	625	69241	0.00	0.0	0			
CATHOLIC	2055	185459	0.01	0.1	71	5056	2.72	0.9
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.05	0.2	142	28107	2.52	0.9
NORTH CENTRAL	3156	723587	0.03	0.1	168	38841	2.69	1.1
SOUTH	3329	753856	0.03	0.2	124	34447	2.36	1.0
WEST	2010	365603	0.02	0.1	64	13796	2.73	1.0
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.03	0.1	161	34868	2.57	1.0
ACADEMIC	5033	978591	0.02	0.1	135	28659	2.88	1.0
VOCATIONAL	2613	636726	0.06	0.3	201	51340	2.37	1.0
COMMUNITY TYPE:								
URBAN	2384	437681	0.04	0.2	114	22542	2.22	1.1
SUBURBAN	5744	1184767	0.03	0.2	234	51131	2.47	1.0
RURAL	2952	773656	0.04	0.2	150	41518	2.83	1.0
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.04	0.2	129	26432	1.97	0.9
MIDDLE	5099	1121404	0.04	0.2	269	65139	2.61	1.0
HIGH	3222	672418	0.02	0.1	80	19242	3.21	0.8
GRADES:								
MOSTLY A: HALF A AND B	3624	768314	0.03	0.2	136	31679	3.29	0.7
MOSTLY B	2432	521857	0.03	0.2	92	25318	2.75	0.9
HALF B AND C	2854	616658	0.04	0.2	162	35248	2.22	0.9
MOSTLY C OR BELOW	2110	476062	0.03	0.1	105	22735	1.83	1.0

APPENDIX D-63

VOCATIONAL MATH

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.11	0.3	1122	303478	2.23	1.1
SEX:								
MALE	5480	1163562	0.11	0.3	516	135073	2.07	1.1
FEMALE	5600	1232541	0.12	0.3	606	168405	2.36	1.1
BASE YEAR SES:								
LOW	2555	498104	0.17	0.4	357	88960	2.06	1.0
MIDDLE	5150	1198970	0.12	0.3	562	160327	2.34	1.1
HIGH	2992	622296	0.06	0.2	160	44231	2.23	1.0
RACE:								
WHITE	7490	1894875	0.11	0.3	767	236725	2.31	1.1
BLACK	1574	288245	0.11	0.3	180	39040	1.85	1.1
ASIAN-AMERICAN	263	28321	0.10	0.3	14	2679	2.09	1.0
MEX.-AMER + PUERTO RICAN	1118	103624	0.08	0.3	95	10783	1.91	1.2
OTHER HISPANIC	470	55116	0.16	0.4	46	9780	2.33	0.9
AMER. INDIAN + OTHER	165	25921	0.15	0.3	20	4471	1.88	1.0
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.12	0.3	1017	292879	2.22	1.1
PRIVATE	625	69241	0.03	0.2	16	2472	2.97	0.8
CATHOLIC	2055	185459	0.05	0.2	89	8128	2.46	0.9
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.14	0.4	299	74208	2.73	1.1
NORTH CENTRAL	3156	723587	0.10	0.3	275	81548	2.39	1.0
SOUTH	3329	753856	0.13	0.3	400	111022	2.13	1.1
WEST	2010	365603	0.08	0.3	148	36700	2.19	1.0
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.13	0.4	429	116180	2.13	1.0
ACADEMIC	5033	978591	0.05	0.2	234	53679	2.47	1.1
VOCATIONAL	2613	636726	0.19	0.4	458	133296	2.23	1.1
COMMUNITY TYPE:								
URBAN	2384	437681	0.09	0.3	216	45121	2.19	1.1
SUBURBAN	5744	1184767	0.10	0.3	460	129487	2.28	1.1
RURAL	2952	773656	0.15	0.4	446	128871	2.19	1.1
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.16	0.4	333	83565	1.81	1.0
MIDDLE	5099	1121404	0.14	0.4	604	170447	2.26	1.0
HIGH	3222	672418	0.04	0.2	120	30229	3.10	1.0
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	0.07	0.3	217	57504	3.03	1.0
MOSTLY B	2432	521857	0.11	0.3	215	59675	2.50	0.9
HALF B AND C	2854	616658	0.15	0.4	380	102974	2.03	1.0
MOSTLY C OR BELOW	2110	476062	0.14	0.4	303	81519	1.74	1.0

APPENDIX D-64

ALGEBRA I

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.69	0.6	7459	1579771	2.25	1.1
SEX:								
MALE	5480	1163562	0.67	0.6	3601	757625	2.12	1.1
FEMALE	5600	1232541	0.70	0.6	3858	822146	2.37	1.1
BASE YEAR SES:								
LOW	2555	498104	0.55	0.6	1464	264448	2.08	1.1
MIDDLE	5150	1198970	0.71	0.6	3590	822275	2.23	1.1
HIGH	2992	622296	0.79	0.6	2214	458716	2.41	1.0
RACE:								
WHITE	7490	1894875	0.72	0.6	5236	1299916	2.31	1.1
BLACK	1574	288245	0.55	0.6	953	155914	1.83	1.1
ASIAN-AMERICAN	263	28321	0.69	0.6	169	18091	2.62	1.1
MEX.-AMER + PUERTO RICAN	1118	103624	0.63	0.7	703	59343	2.07	1.1
OTHER HISPANIC	470	55116	0.62	0.6	307	31026	2.14	1.0
AMER. INDIAN + OTHER	165	25921	0.61	0.7	91	15481	1.85	1.2
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.66	0.6	5344	1371570	2.23	1.1
PRIVATE	625	69241	0.86	0.6	444	53449	2.25	1.0
CATHOLIC	2055	185459	0.90	0.5	1671	154752	2.44	1.0
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.62	0.6	1564	326800	2.26	1.1
NORTH CENTRAL	3156	723587	0.73	0.6	2258	508250	2.30	1.1
SOUTH	3329	753856	0.69	0.6	2260	495726	2.20	1.1
WEST	2010	365603	0.71	0.6	1377	248994	2.24	1.1
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.63	0.6	2176	486277	1.98	1.1
ACADEMIC	5033	978591	0.82	0.6	3833	745621	2.57	1.0
VOCATIONAL	2613	636726	0.56	0.6	1448	347400	1.94	1.0
COMMUNITY TYPE:								
URBAN	2384	437681	0.67	0.6	1529	283167	2.08	1.1
SUBURBAN	5744	1184767	0.71	0.6	3940	787329	2.27	1.1
RURAL	2952	773656	0.67	0.6	1990	509275	2.32	1.1
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.38	0.6	924	178332	1.67	1.1
MIDDLE	5099	1121404	0.76	0.6	3726	807126	2.08	1.0
HIGH	3222	672418	0.79	0.5	2383	503039	2.78	1.0
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	0.75	0.5	2600	546400	2.96	0.9
MOSTLY B	2432	521857	0.78	0.6	1804	384608	2.23	1.0
HALF B AND C	2854	616658	0.67	0.6	1867	393288	1.80	0.9
MOSTLY C OR BELOW	2110	476062	0.52	0.6	1159	249046	1.46	0.9

APPENDIX D-65

GEOMETRY

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.46	0.5	5680	1139783	2.38	1.1
SEX:								
MALE	5480	1163562	0.46	0.5	2809	553757	2.33	1.1
FEMALE	5600	1232541	0.46	0.5	2871	586027	2.42	1.1
BASE YEAR SES:								
LOW	25[illegible]5	498104	0.25	0.5	811	131472	2.15	1.1
MIDDLE	5150	1198970	0.46	0.5	2639	575856	2.34	1.1
HIGH	2992	622296	0.65	0.5	2107	414063	2.50	1.0
RACE:								
WHITE	7490	1894875	0.50	0.5	4177	978464	2.42	1.1
BLACK	1574	288245	0.28	0.5	638	86762	1.95	1.1
ASIAN-AMERICAN	263	28321	0.64	0.6	172	17333	2.80	1.0
MEX.-AMER + PUERTO RICAN	1118	103624	0.28	0.5	401	31211	2.11	1.2
OTHER HISPANIC	470	55116	0.32	0.5	247	19520	2.07	1.1
AMER. INDIAN + OTHER	165	25921	0.25	0.4	45	6493	2.09	1.0
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.43	0.5	3679	949936	2.36	1.1
PRIVATE	625	69241	0.68	0.5	465	47087	2.45	1.0
CATHOLIC	2055	185459	0.79	0.5	1536	142760	2.42	1.0
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.48	0.5	1398	268802	2.34	1.1
NORTH CENTRAL	3156	723587	0.51	0.5	1765	378727	2.45	1.0
SOUTH	3329	753856	0.39	0.5	1527	308374	2.29	1.1
WEST	2010	365603	0.47	0.5	990	183880	2.41	1.1
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.32	0.5	1240	265797	2.15	1.1
ACADEMIC	5033	978591	0.73	0.5	3783	718220	2.56	1.0
VOCATIONAL	2613	636726	0.22	0.4	655	155668	1.93	1.1
COMMUNITY TYPE:								
URBAN	2384	437681	0.45	0.5	1198	202410	2.21	1.1
SUBURBAN	5744	1184767	0.51	0.5	3221	615709	2.37	1.1
RURAL	2952	773656	0.40	0.5	1261	321664	2.48	1.1
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.11	0.3	329	53470	1.79	1.0
MIDDLE	5099	1121404	0.43	0.5	2565	515760	2.02	1.0
HIGH	3222	672418	0.76	0.5	2461	506015	2.82	1.0
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	0.67	0.5	2478	508502	2.97	0.9
MOSTLY B	2432	521857	0.55	0.5	1434	287180	2.23	0.9
HALF B AND C	2854	616658	0.34	0.5	1172	227097	1.71	0.9
MOSTLY C OR BELOW	2110	476062	0.20	0.4	581	114405	1.42	0.9

APPENDIX D-66 A

ADVANCED MATH

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.65	0.9	5298	1048192	2.37	1.1
SEX:								
MALE	5480	1163562	0.69	0.9	2752	523900	2.23	1.1
FEMALE	5600	1232541	0.62	0.9	2546	524292	2.50	1.0
BASE YEAR SES:								
LOW	2555	498104	0.31	0.6	735	122521	2.21	1.1
MIDDLE	5150	1198970	0.62	0.9	2374	517846	2.32	1.0
HIGH	2992	622296	1.05	1.0	2092	394730	2.49	1.0
RACE:								
WHITE	7490	1894875	0.72	0.9	3888	895971	2.42	1.0
BLACK	1574	288245	0.33	0.6	576	82478	1.92	1.1
ASIAN-AMERICAN	263	28321	1.17	1.1	190	19131	2.61	1.1
MEX.-AMER + PUERTO RICAN	1118	103624	0.32	0.7	370	26069	2.08	1.1
OTHER HISPANIC	470	55116	0.47	0.8	231	19116	2.00	1.1
AMER. INDIAN + OTHER	165	25921	0.25	0.6	43	5426	1.81	1.3
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.59	0.9	3409	874509	2.36	1.1
PRIVATE	625	69241	1.10	1.1	501	43221	2.44	0.9
CATHOLIC	2055	185459	1.18	1.0	1388	130462	2.40	1.0
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.89	1.0	1481	296975	2.36	1.0
NORTH CENTRAL	3156	723587	0.61	0.9	1434	301235	2.45	1.0
SOUTH	3329	753856	0.56	0.8	1560	304354	2.25	1.1
WEST	2010	365603	0.58	0.9	823	145628	2.42	1.0
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.33	0.6	1029	210971	2.19	1.1
ACADEMIC	5033	978591	1.21	1.0	3769	717205	2.49	1.0
VOCATIONAL	2613	636726	0.19	0.5	499	119612	1.94	1.0
COMMUNITY TYPE:								
URBAN	2384	437681	0.59	0.8	1108	186536	2.18	1.1
SUBURBAN	5744	1184767	0.74	1.0	3033	566544	2.34	1.0
RURAL	2952	773656	0.56	0.9	1157	295112	2.53	1.1
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.11	0.3	308	57092	1.67	1.0
MIDDLE	5099	1121404	0.47	0.7	2130	421744	2.10	1.0
HIGH	3222	672418	1.36	1.1	2580	515535	2.68	1.0
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	1.19	1.1	2551	518267	2.94	0.9
MOSTLY B	2432	521857	0.68	0.8	1308	256288	2.09	0.8
HALF B AND C	2854	616658	0.35	0.6	958	184652	1.64	0.9
MOSTLY C OR BELOW	2110	476062	0.18	0.5	470	87396	1.33	0.9

APPENDIX D-66 B

SCIENCES TOTAL

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	2.22	1.2	10835	2339364	2.32	0.9
SEX:								
MALE	5480	1163562	2.28	1.2	5365	1136025	2.21	0.9
FEMALE	5600	1232541	2.15	1.1	5470	1203339	2.42	0.9
BASE YEAR SES:								
LOW	2555	498104	1.87	1.0	2473	481515	2.10	0.9
MIDDLE	5150	1198970	2.17	1.2	5032	1168534	2.31	0.9
HIGH	2992	622296	2.63	1.3	2958	614916	2.55	0.9
RACE:								
WHITE	7490	1894875	2.28	1.2	7330	1850290	2.40	0.9
BLACK	1574	288245	1.96	1.0	1535	281550	1.94	0.9
ASIAN-AMERICAN	263	28321	2.59	1.4	259	28028	2.63	0.9
MEX.-AMER + PUERTO RICAN	1118	103624	1.88	1.0	1093	101270	2.01	0.9
OTHER HISPANIC	470	55116	1.93	1.0	461	53097	2.11	0.9
AMER. INDIAN + OTHER	165	25921	2.05	1.1	157	25130	1.90	0.9
SCHOOL TYPE:								
PUBLIC	8400	2141403	2.17	1.2	8176	2087251	2.30	0.9
PRIVATE	625	69241	2.67	1.1	622	68172	2.41	0.8
CATHOLIC	2055	185459	2.56	1.2	2037	183941	2.42	0.8
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	2.63	1.3	2529	541828	2.29	0.9
NORTH CENTRAL	3156	723587	2.10	1.2	3071	701919	2.35	0.9
SOUTH	3329	753856	2.20	1.0	3280	740783	2.25	0.9
WEST	2010	365603	1.86	1.1	1955	354834	2.43	0.9
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	1.88	1.0	3330	753897	2.09	0.9
ACADEMIC	5033	978591	2.86	1.2	4998	971651	2.66	0.8
VOCATIONAL	2613	636726	1.64	0.8	2500	611953	2.04	0.9
COMMUNITY TYPE:								
URBAN	2384	437681	2.18	1.2	2341	430593	2.17	0.9
SUBURBAN	5744	1184767	2.26	1.2	5608	1152890	2.34	0.9
RURAL	2952	773656	2.18	1.1	2886	755882	2.36	0.9
BASE YEAR TEST SCORES:								
LOW	2076	446554	1.63	0.8	1984	426767	1.76	0.8
MIDDLE	5099	1121404	2.06	1.1	4987	1094360	2.22	0.8
HIGH	3222	672418	2.92	1.3	3206	668452	2.88	0.8
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	2.73	1.3	3572	757681	3.06	0.7
MOSTLY B	2432	521857	2.30	1.2	2386	511215	2.35	0.7
HALF B AND C	2854	616658	1.94	1.0	2782	602205	1.94	0.7
MOSTLY C OR BELOW	2110	476062	1.68	0.9	2038	455765	1.56	0.7

APPENDIX D-67

GENERAL SCIENCE

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.29	0.5	3081	702786	2.35	1.1
SEX:								
MALE	5480	1163562	0.31	0.5	1589	360304	2.23	1.0
FEMALE	5600	1232541	0.27	0.5	1492	342482	2.48	1.1
BASE YEAR SES:								
LOW	2555	498104	0.38	0.5	903	186401	2.15	1.0
MIDDLE	5150	1198970	0.28	0.5	1401	340190	2.36	1.0
HIGH	2992	622296	0.24	0.4	628	146920	2.67	1.0
RACE:								
WHITE	7490	1894875	0.29	0.5	1967	537318	2.45	1.0
BLACK	1574	288245	0.35	0.5	552	103268	1.94	1.1
ASIAN-AMERICAN	263	28321	0.23	0.5	64	6321	2.89	1.0
MEX.-AMER + PUERTO RICAN	1118	103624	0.27	0.5	308	29465	2.00	1.1
OTHER HISPANIC	470	55116	0.29	0.5	124	16181	2.06	1.1
AMER. INDIAN + OTHER	165	25921	0.40	0.5	66	10233	2.15	1.1
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.31	0.5	2649	659563	2.34	1.1
PRIVATE	625	69241	0.27	0.4	114	17791	2.31	0.9
CATHOLIC	2055	185459	0.15	0.4	318	25431	2.52	0.9
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.32	0.5	777	170429	2.30	1.1
NORTH CENTRAL	3156	723587	0.28	0.5	864	205243	2.35	1.0
SOUTH	3329	753856	0.31	0.5	890	233911	2.27	1.1
WEST	2010	365603	0.24	0.4	550	93203	2.64	1.0
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.32	0.5	1090	255039	2.16	1.0
ACADEMIC	5033	978591	0.23	0.4	1077	220539	2.84	1.0
VOCATIONAL	2613	636726	0.35	0.5	909	226157	2.09	1.0
COMMUNITY TYPE:								
URBAN	2384	437681	0.30	0.5	634	131478	2.20	1.0
SUBURBAN	5744	1184767	0.27	0.5	1502	320903	2.39	1.0
RURAL	2952	773656	0.32	0.5	945	250405	2.37	1.1
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.37	0.5	780	170823	1.76	1.0
MIDDLE	5099	1121404	0.31	0.5	1451	340550	2.39	1.0
HIGH	3222	672418	0.22	0.4	670	147931	3.04	0.9
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	0.26	0.5	842	191989	3.15	0.9
MOSTLY B	2432	521857	0.28	0.5	646	144110	2.49	0.9
HALF B AND C	2854	616658	0.32	0.5	866	198153	2.08	0.9
MOSTLY C OR BELOW	2110	476062	0.33	0.5	703	163746	1.63	0.9

APPENDIX D-68

PHYSICAL SCIENCE

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.46	0.6	4873	1095935	2.41	1.0
SEX:								
MALE	5480	1163562	0.48	0.6	2546	558214	2.35	1.0
FEMALE	5600	1232541	0.44	0.5	2327	537721	2.47	1.0
BASE YEAR SES:								
LOW	2555	498104	0.44	0.6	1139	219238	2.14	1.0
MIDDLE	5150	1198970	0.47	0.6	2260	553179	2.41	1.0
HIGH	2992	622296	0.46	0.5	1307	289474	2.67	1.0
RACE:								
WHITE	7490	1894875	0.46	0.6	3349	872408	2.50	1.0
BLACK	1574	288245	0.45	0.6	655	129652	1.97	1.0
ASIAN-AMERICAN	263	28321	0.29	0.5	76	8852	2.74	1.0
MEX.-AMER + PUERTO RICAN	1118	103624	0.48	0.6	550	51686	2.08	1.1
OTHER HISPANIC	470	55116	0.39	0.5	187	22226	2.34	1.1
AMER. INDIAN + OTHER	165	25921	0.44	0.5	56	11110	1.72	0.9
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.46	0.6	3665	975571	2.39	1.0
PRIVATE	625	69241	0.60	0.5	326	41774	2.62	0.9
CATHOLIC	2055	185459	0.42	0.5	882	78589	2.53	1.0
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.57	0.6	1313	296077	2.42	1.0
NORTH CENTRAL	3156	723587	0.35	0.5	1129	268577	2.44	1.0
SOUTH	3329	753856	0.54	0.6	1722	393590	2.34	1.0
WEST	2010	365603	0.33	0.5	709	137690	2.53	1.1
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.47	0.6	1557	367333	2.17	1.0
ACADEMIC	5033	978591	0.46	0.6	2186	446119	2.81	0.9
VOCATIONAL	2613	636726	0.44	0.6	1126	281116	2.09	0.9
COMMUNITY TYPE:								
URBAN	2384	437681	0.47	0.6	1170	203327	2.28	1.1
SUBURBAN	5744	1184767	0.44	0.6	2366	522701	2.43	1.0
RURAL	2952	773656	0.48	0.5	1337	369906	2.45	1.0
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.45	0.6	923	203880	1.80	0.9
MIDDLE	5099	1121404	0.46	0.6	2283	508801	2.33	1.0
HIGH	3222	672418	0.45	0.5	1351	302138	3.00	0.9
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	0.45	0.5	1547	342640	3.11	0.8
MOSTLY B	2432	521857	0.46	0.5	1062	241447	2.50	0.9
HALF B AND C	2854	616658	0.46	0.6	1266	283433	2.07	0.9
MOSTLY C OR BELOW	2110	476062	0.45	0.6	967	220377	1.68	0.9

APPENDIX D-69

FUNCTIONAL BIOLOGY

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.24	0.4	2766	584644	2.38	1.1
SEX:								
MALE	5480	1163562	0.22	0.4	1262	273626	2.28	1.1
FEMALE	5600	1232541	0.25	0.4	1504	311018	2.47	1.1
BASE YEAR SES:								
LOW	2555	498104	0.19	0.4	586	99741	2.21	1.0
MIDDLE	5150	1198970	0.23	0.4	1300	293897	2.34	1.1
HIGH	2992	622296	0.27	0.5	779	168310	2.60	1.0
RACE:								
WHITE	7490	1894875	0.24	0.4	1821	459684	2.46	1.0
BLACK	1574	288245	0.20	0.4	360	65178	2.04	1.1
ASIAN-AMERICAN	263	28321	0.33	0.5	87	9421	2.66	1.0
MEX.-AMER + PUERTO RICAN	1118	103624	0.26	0.5	340	29490	2.02	1.1
OTHER HISPANIC	470	55116	0.27	0.5	117	14274	2.23	1.2
AMER. INDIAN + OTHER	165	25921	0.22	0.4	41	6597	1.79	1.0
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.22	0.4	1981	496390	2.34	1.1
PRIVATE	625	69241	0.25	0.4	95	17883	2.59	1.0
CATHOLIC	2055	185459	0.40	0.5	690	70371	2.61	0.9
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.28	0.5	701	151008	2.29	1.0
NORTH CENTRAL	3156	723587	0.21	0.4	662	153660	2.40	1.0
SOUTH	3329	753856	0.22	0.4	746	172711	2.41	1.1
WEST	2010	365603	0.27	0.4	657	107265	2.42	1.1
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.22	0.4	851	182253	2.09	1.0
ACADEMIC	5033	978591	0.28	0.5	1349	264535	2.71	1.0
VOCATIONAL	2613	636726	0.20	0.4	563	137434	2.13	1.0
COMMUNITY TYPE:								
URBAN	2384	437681	0.22	0.4	550	104198	2.27	1.1
SUBURBAN	5744	1184767	0.26	0.5	1574	326416	2.37	1.1
RURAL	2952	773656	0.20	0.4	642	154031	2.47	1.0
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.22	0.4	519	107208	1.78	1.0
MIDDLE	5099	1121404	0.23	0.4	1296	272843	2.29	1.0
HIGH	3222	672418	0.26	0.5	791	171781	2.92	0.9
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	0.24	0.4	887	185648	3.18	0.8
MOSTLY B	2432	521857	0.25	0.4	614	130366	2.41	0.8
HALF B AND C	2854	616658	0.22	0.4	687	142809	1.98	0.9
MOSTLY C OR BELOW	2110	476062	0.23	0.4	559	123401	1.62	1.0

APPENDIX D-70

BIOLOGY I

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.54	0.5	6159	1300789	2.36	1.1
SEX:								
MALE	5480	1163562	0.53	0.5	3048	623075	2.22	1.1
FEMALE	5600	1232541	0.55	0.5	3111	677714	2.49	1.1
BASE YEAR SES:								
LOW	2555	498104	0.52	0.5	1354	263162	2.12	1.1
MIDDLE	5150	1198970	0.54	0.6	2823	646734	2.35	1.1
HIGH	2992	622296	0.57	0.5	1799	357718	2.60	1.0
RACE:								
WHITE	7490	1894875	0.54	0.5	4176	1026535	2.44	1.1
BLACK	1574	288245	0.53	0.5	902	163472	1.96	1.1
ASIAN-AMERICAN	263	28321	0.49	0.5	130	13956	2.87	1.0
MEX.-AMER + PUERTO RICAN	1118	103624	0.52	0.6	588	53954	2.09	1.1
OTHER HISPANIC	470	55116	0.53	0.5	269	29010	2.04	1.0
AMER. INDIAN + OTHER	165	25921	0.53	0.6	94	13862	2.19	1.1
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.54	0.5	4531	1155929	2.35	1.1
PRIVATE	625	69241	0.64	0.5	474	45242	2.43	1.0
CATHOLIC	2055	185459	0.54	0.5	1154	99618	2.42	1.0
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.51	0.5	1388	280670	2.37	1.0
NORTH CENTRAL	3156	723587	0.54	0.6	1746	388166	2.43	1.1
SOUTH	3329	753856	0.59	0.5	2126	453588	2.25	1.1
WEST	2010	365603	0.48	0.5	899	178364	2.48	1.1
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.51	0.6	1797	402296	2.10	1.1
ACADEMIC	5033	978591	0.61	0.5	3076	590504	2.74	1.0
VOCATIONAL	2613	636726	0.46	0.5	1283	306946	1.98	1.0
COMMUNITY TYPE:								
URBAN	2384	437681	0.55	0.5	1437	248477	2.19	1.1
SUBURBAN	5744	1184767	0.52	0.6	3064	605395	2.39	1.1
RURAL	2952	773656	0.57	0.5	1658	446917	2.42	1.1
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.42	0.5	967	199785	1.71	1.0
MIDDLE	5099	1121404	0.55	0.6	2824	615530	2.17	1.0
HIGH	3222	672418	0.61	0.5	1989	398750	3.02	0.9
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	0.62	0.5	2197	464635	3.12	0.9
MOSTLY B	2432	521857	0.55	0.5	1389	286062	2.39	0.9
HALF B AND C	2854	616658	0.52	0.5	1531	321342	1.86	0.9
MOSTLY C OR BELOW	2110	476062	0.44	0.5	1020	223082	1.47	0.8

APPENDIX D-71

ADVANCED BIOLOGY

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.17	0.4	1949	420009	2.61	1.0
SEX:								
MALE	5480	1163562	0.15	0.4	879	183793	2.47	1.1
FEMALE	5600	1232541	0.19	0.4	1070	236216	2.72	1.0
BASE YEAR SES:								
LOW	2555	498104	0.10	0.3	318	56597	2.36	1.1
MIDDLE	5150	1198970	0.16	0.4	889	206948	2.52	1.1
HIGH	2992	622296	0.23	0.5	697	147599	2.84	1.0
RACE:								
WHITE	7490	1894875	0.17	0.4	1397	346208	2.70	1.0
BLACK	1574	288245	0.13	0.4	224	42486	2.10	1.0
ASIAN-AMERICAN	263	28321	0.24	0.4	65	7332	2.80	1.1
MEX.-AMER + PUERTO RICAN	1118	103624	0.09	0.3	152	10669	2.10	1.1
OTHER HISPANIC	470	55116	0.14	0.4	86	8511	2.43	1.0
AMER. INDIAN + OTHER	165	25921	0.18	0.4	25	4803	2.15	1.1
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.16	0.4	1391	360743	2.62	1.1
PRIVATE	625	69241	0.17	0.4	127	14678	2.67	0.9
CATHOLIC	2055	185459	0.21	0.4	431	44589	2.51	0.9
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.20	0.5	447	100095	2.56	1.0
NORTH CENTRAL	3156	723587	0.16	0.4	609	136936	2.75	1.0
SOUTH	3329	753856	0.15	0.4	556	121175	2.42	1.1
WEST	2010	365603	0.14	0.3	337	61803	2.76	1.0
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.11	0.3	467	100963	2.31	1.1
ACADEMIC	5033	978591	0.28	0.5	1249	263513	2.82	1.0
VOCATIONAL	2613	636726	0.07	0.2	232	55505	2.20	1.0
COMMUNITY TYPE:								
URBAN	2384	437681	0.16	0.4	394	72358	2.37	1.1
SUBURBAN	5744	1184767	0.18	0.4	1090	223562	2.59	1.0
RURAL	2952	773656	0.15	0.4	465	124089	2.79	1.0
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.08	0.3	222	45936	1.89	1.0
MIDDLE	5099	1121404	0.14	0.4	823	176988	2.39	1.0
HIGH	3222	672418	0.27	0.5	782	174537	3.05	0.9
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	0.23	0.5	781	173228	3.26	0.8
MOSTLY B	2432	521857	0.19	0.5	474	100294	2.60	0.8
HALF B AND C	2854	616658	0.13	0.4	426	88452	2.04	0.9
MOSTLY C OR BELOW	2110	476062	0.09	0.3	260	56783	1.58	0.9

APPENDIX D-72

FUNCTIONAL CHEMISTRY

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.07	0.2	822	171183	2.42	1.0
SEX:								
MALE	5480	1163562	0.07	0.3	412	85952	2.37	1.0
FEMALE	5600	1232541	0.06	0.2	410	85231	2.48	1.1
BASE YEAR SES:								
LOW	2555	498104	0.03	0.2	111	18667	2.34	1.1
MIDDLE	5150	1198970	0.07	0.3	388	86402	2.40	1.0
HIGH	2992	622296	0.09	0.3	303	61197	2.46	1.0
RACE:								
WHITE	7490	1894875	0.07	0.3	603	144918	2.43	1.0
BLACK	1574	288245	0.04	0.2	93	14484	2.32	1.1
ASIAN-AMERICAN	263	28321	0.14	0.3	34	4146	2.64	1.0
MEX.-AMER + PUERTO RICAN	1118	103624	0.04	0.2	46	4548	2.27	1.2
OTHER HISPANIC	470	55116	0.04	0.2	36	2342	2.34	1.0
AMER. INDIAN + OTHER	165	25921	0.03	0.2	10	746	2.50	0.7
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.06	0.2	513	142284	2.42	1.0
PRIVATE	625	69241	0.05	0.2	38	3764	2.26	1.0
CATHOLIC	2055	185459	0.13	0.3	271	25136	2.48	1.0
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.10	0.3	298	59513	2.24	1.1
NORTH CENTRAL	3156	723587	0.07	0.3	244	56320	2.67	0.9
SOUTH	3329	753856	0.04	0.2	162	34915	2.39	1.0
WEST	2010	365603	0.05	0.2	118	20435	2.34	1.0
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.04	0.2	180	36807	2.22	1.0
ACADEMIC	5033	978591	0.12	0.3	573	118610	2.53	1.0
VOCATIONAL	2613	636726	0.02	0.1	69	15766	2.13	0.9
COMMUNITY TYPE:								
URBAN	2384	437681	0.04	0.2	142	19836	2.14	1.0
SUBURBAN	5744	1184767	0.08	0.3	516	102917	2.39	1.0
RURAL	2952	773656	0.06	0.2	164	48429	2.62	0.9
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.02	0.1	61	11436	1.92	1.1
MIDDLE	5099	1121404	0.06	0.2	348	75464	2.21	1.0
HIGH	3222	672418	0.11	0.3	373	77460	2.71	1.0
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	0.10	0.3	371	75209	3.02	0.8
MOSTLY B	2432	521857	0.08	0.3	195	42931	2.23	0.9
HALF B AND C	2854	616658	0.05	0.2	178	37807	1.85	0.9
MOSTLY C OR BELOW	2110	476062	0.03	0.2	74	14419	1.40	0.7

CHEMISTRY I

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.25	0.5	3093	616706	2.50	1.1
SEX:								
MALE	5480	1163562	0.26	0.5	1585	308621	2.43	1.1
FEMALE	5600	1232541	0.25	0.5	1508	308085	2.57	1.0
BASE YEAR SES:								
LOW	2555	498104	0.13	0.3	429	71318	2.30	1.1
MIDDLE	5150	1198970	0.23	0.4	1320	286093	2.42	1.1
HIGH	2992	622296	0.40	0.5	1283	249606	2.64	1.0
RACE:								
WHITE	7490	1894875	0.27	0.5	2221	523484	2.57	1.0
BLACK	1574	288245	0.16	0.4	358	51704	2.03	1.1
ASIAN-AMERICAN	263	28321	0.41	0.5	124	11435	2.70	1.0
MEX.-AMER + PUERTO RICAN	1118	103624	0.14	0.3	233	16545	1.99	1.2
OTHER HISPANIC	470	55116	0.15	0.4	133	8890	2.14	1.1
AMER. INDIAN + OTHER	165	25921	0.17	0.4	24	4648	1.67	1.2
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.24	0.4	2071	521703	2.49	1.1
PRIVATE	625	69241	0.34	0.5	288	24828	2.59	1.0
CATHOLIC	2055	185459	0.38	0.5	734	70175	2.53	0.9
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.32	0.5	834	173923	2.50	1.1
NORTH CENTRAL	3156	723587	0.26	0.5	863	184514	2.58	1.0
SOUTH	3329	753856	0.22	0.4	957	179879	2.44	1.1
WEST	2010	365603	0.20	0.4	439	78390	2.44	1.0
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.13	0.4	510	111083	2.24	1.2
ACADEMIC	5033	978591	0.47	0.5	2381	458411	2.62	1.0
VOCATIONAL	2613	636726	0.06	0.2	202	47213	1.92	1.1
COMMUNITY TYPE:								
URBAN	2384	437681	0.23	0.4	670	107542	2.31	1.1
SUBURBAN	5744	1184767	0.27	0.5	1677	325595	2.49	1.0
RURAL	2952	773656	0.23	0.4	746	183570	2.62	1.1
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.05	0.2	142	24916	1.81	1.0
MIDDLE	5099	1121404	0.19	0.4	1165	222634	2.14	1.0
HIGH	3222	672418	0.51	0.5	1616	338115	2.81	1.0
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	0.44	0.5	1590	326915	3.06	0.8
MOSTLY B	2432	521857	0.28	0.5	764	151266	2.14	0.9
HALF B AND C	2854	616658	0.14	0.3	509	93297	1.72	0.9
MOSTLY C OR BELOW	2110	476062	0.07	0.2	223	44251	1.21	0.8

CHEMISTRY ADVANCED

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.04	0.2	472	96452	2.80	1.0
SEX:								
MALE	5480	1163562	0.04	0.2	283	54755	2.64	1.1
FEMALE	5600	1232541	0.04	0.2	189	41697	3.00	0.9
BASE YEAR SES:								
LOW	2555	498104	0.01	0.1	44	7169	2.74	0.9
MIDDLE	5150	1198970	0.03	0.2	182	39540	2.65	1.1
HIGH	2992	622296	0.08	0.3	240	49025	2.92	1.0
RACE:								
WHITE	7490	1894875	0.04	0.2	357	83033	2.85	1.0
BLACK	1574	288245	0.02	0.1	39	6604	2.20	1.1
ASIAN-AMERICAN	263	28321	0.07	0.3	24	2218	2.90	0.9
MEX.-AMER + PUERTO RICAN	1118	103624	0.01	0.1	19	1579	2.04	1.0
OTHER HISPANIC	470	55116	0.03	0.2	26	2004	2.79	1.2
AMER. INDIAN + OTHER	165	25921	0.02	0.1	7	1013	3.07	0.7
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.04	0.2	301	78363	2.82	1.0
PRIVATE	625	69241	0.07	0.2	67	5926	2.88	1.0
CATHOLIC	2055	185459	0.06	0.3	104	12163	2.63	0.9
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.07	0.3	182	41567	2.82	1.1
NORTH CENTRAL	3156	723587	0.04	0.2	126	26949	3.01	1.0
SOUTH	3329	753856	0.02	0.1	115	18222	2.69	1.0
WEST	2010	365603	0.03	0.2	49	9714	2.33	1.0
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.01	0.1	56	10122	2.36	1.1
ACADEMIC	5033	978591	0.08	0.3	402	83020	2.88	1.0
VOCATIONAL	2613	636726	0.01	0.1	14	3310	2.00	1.2
COMMUNITY TYPE:								
URBAN	2384	437681	0.05	0.3	111	21668	2.46	1.1
SUBURBAN	5744	1184767	0.04	0.2	272	54402	2.86	1.0
RURAL	2952	773656	0.02	0.2	89	20381	2.98	1.0
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.01	0.1	10	2451	2.96	0.7
MIDDLE	5099	1121404	0.02	0.1	110	23761	2.51	1.1
HIGH	3222	672418	0.09	0.3	301	62287	2.95	1.0
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	0.08	0.3	297	58516	3.21	0.8
MOSTLY B	2432	521857	0.04	0.2	95	21900	2.44	1.0
HALF B AND C	2854	616658	0.02	0.2	55	10614	1.81	1.0
MOSTLY C OR BELOW	2110	476062	0.01	0.1	24	5405	1.68	1.1

APPENDIX D-75

FUNCTIONAL PHYSICS

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.03	0.2	399	78024	2.69	1.0
SEX:								
MALE	5480	1163562	0.04	0.2	269	50841	2.62	1.0
FEMALE	5600	1232541	0.02	0.1	130	27183	2.81	0.9
BASE YEAR SES:								
LOW	2555	498104	0.01	0.1	37	5615	2.36	1.0
MIDDLE	5150	1198970	0.03	0.2	171	38949	2.65	1.0
HIGH	2992	622296	0.05	0.2	185	33025	2.81	0.9
RACE:								
WHITE	7490	1894875	0.04	0.2	324	71513	2.71	1.0
BLACK	1574	288245	0.01	0.1	28	3223	2.38	1.1
ASIAN-AMERICAN	263	28321	0.06	0.2	22	2102	2.89	0.8
MEX.-AMER + PUERTO RICAN	1118	103624	0.01	0.1	14	815	1.74	0.6
OTHER HISPANIC	470	55116	0.01	0.1	9	345	2.45	0.6
AMER. INDIAN + OTHER	165	25921	0.00	0.0	2	26	2.89	0.3
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.03	0.2	264	68006	2.71	1.0
PRIVATE	625	69241	0.02	0.1	41	1255	2.49	1.3
CATHOLIC	2055	185459	0.05	0.2	94	8764	2.58	0.9
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.04	0.2	97	19793	2.45	1.0
NORTH CENTRAL	3156	723587	0.05	0.2	179	35010	2.76	0.9
SOUTH	3329	753856	0.02	0.1	69	14581	2.90	0.9
WEST	2010	365603	0.02	0.1	54	8640	2.59	1.3
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.02	0.1	61	14290	2.27	1.0
ACADEMIC	5033	978591	0.06	0.2	309	58757	2.84	0.9
VOCATIONAL	2613	636726	0.01	0.1	29	4976	2.15	0.9
COMMUNITY TYPE:								
URBAN	2384	437681	0.02	0.1	65	8349	2.13	1.2
SUBURBAN	5744	1184767	0.04	0.2	249	44562	2.63	1.0
RURAL	2952	773656	0.03	0.2	85	25112	2.98	0.7
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.00	0.1	13	2621	2.47	1.0
MIDDLE	5099	1121404	0.02	0.2	132	28083	2.35	1.0
HIGH	3222	672418	0.06	0.2	239	43945	2.91	0.9
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	0.05	0.2	205	41652	3.18	0.8
MOSTLY B	2432	521857	0.03	0.2	97	17597	2.33	0.8
HALF B AND C	2854	616658	0.02	0.1	70	13283	2.18	0.9
MOSTLY C OR BELOW	2110	476062	0.01	0.1	27	5492	1.32	0.6

APPENDIX D-76

PHYSICS I

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.12	0.3	1450	291687	2.70	1.0
SEX:								
MALE	5480	1163562	0.16	0.4	947	185963	2.63	1.1
FEMALE	5600	1232541	0.08	0.3	503	105724	2.83	1.0
BASE YEAR SES:								
LOW	2555	498104	0.04	0.2	152	24698	2.45	1.2
MIDDLE	5150	1198970	0.10	0.3	585	127912	2.61	1.1
HIGH	2992	622296	0.22	0.4	689	134755	2.83	1.0
RACE:								
WHITE	7490	1894875	0.13	0.4	1103	256130	2.74	1.0
BLACK	1574	288245	0.05	0.2	136	16774	2.47	1.0
ASIAN-AMERICAN	263	28321	0.28	0.5	73	7452	2.73	1.1
MEX.-AMER + PUERTO RICAN	1118	103624	0.05	0.2	74	5318	2.53	1.2
OTHER HISPANIC	470	55116	0.07	0.3	54	4161	2.47	1.0
AMER. INDIAN + OTHER	165	25921	0.06	0.2	10	1851	1.61	1.2
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.11	0.3	917	242603	2.73	1.0
PRIVATE	625	69241	0.23	0.4	195	16425	2.58	1.0
CATHOLIC	2055	185459	0.18	0.4	338	32659	2.61	1.0
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.20	0.4	525	107568	2.60	1.0
NORTH CENTRAL	3156	723587	0.12	0.3	374	84046	2.81	1.0
SOUTH	3329	753856	0.07	0.3	343	59735	2.66	1.1
WEST	2010	365603	0.10	0.3	208	40337	2.84	1.1
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.04	0.2	161	36404	2.45	1.2
ACADEMIC	5033	978591	0.25	0.4	1228	241347	2.79	1.0
VOCATIONAL	2613	636726	0.02	0.1	60	13532	2.01	1.0
COMMUNITY TYPE:								
URBAN	2384	437681	0.12	0.3	329	54570	2.49	1.1
SUBURBAN	5744	1184767	0.13	0.4	798	158048	2.68	1.0
RURAL	2952	773656	0.10	0.3	323	79069	2.90	1.0
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.01	0.1	34	6691	1.97	1.0
MIDDLE	5099	1121404	0.07	0.3	390	77160	2.38	1.0
HIGH	3222	672418	0.29	0.5	946	193098	2.90	1.0
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	0.24	0.4	889	177635	3.13	0.8
MOSTLY B	2432	521857	0.12	0.3	306	62591	2.32	0.9
HALF B AND C	2854	616658	0.05	0.2	178	34396	1.84	0.9
MOSTLY C OR BELOW	2110	476062	0.03	0.2	75	16771	1.38	1.0

APPENDIX D-77

PHYSICS ADVANCED

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.01	0.1	190	35687	2.94	0.9
SEX:								
MALE	5480	1163562	0.02	0.1	140	24505	2.88	0.9
FEMALE	5600	1232541	0.01	0.1	50	11182	3.08	1.0
BASE YEAR SES:								
LOW	2555	498104	0.01	0.1	20	3358	2.02	1.3
MIDDLE	5150	1198970	0.01	0.1	66	15333	2.96	0.7
HIGH	2992	622296	0.03	0.2	100	15996	3.18	0.7
RACE:								
WHITE	7490	1894875	0.02	0.1	140	29782	3.07	0.7
BLACK	1574	288245	0.01	0.1	15	2830	1.63	1.3
ASIAN-AMERICAN	263	28321	0.05	0.2	21	1644	2.80	1.0
MEX.-AMER + PUERTO RICAN	1118	103624	0.01	0.1	7	733	2.58	1.3
OTHER HISPANIC	470	55116	0.01	0.1	6	697	3.55	0.7
AMER. INDIAN + OTHER	165	25921	0.00	0.0	1	2	2.00	0.0
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.01	0.1	109	29123	2.91	0.9
PRIVATE	625	69241	0.03	0.2	47	2618	3.31	0.6
CATHOLIC	2055	185459	0.02	0.1	34	3947	2.93	0.7
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.03	0.2	53	12015	2.96	0.7
NORTH CENTRAL	3156	723587	0.01	0.1	67	12142	3.04	0.8
SOUTH	3329	753856	0.01	0.1	44	6272	2.54	1.4
WEST	2010	365603	0.01	0.1	26	5259	3.19	0.7
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.01	0.1	14	4506	2.57	1.2
ACADEMIC	5033	978591	0.03	0.2	173	30088	3.01	0.9
VOCATIONAL	2613	636726	0.00	0.0	3	1094	2.56	0.4
COMMUNITY TYPE:								
URBAN	2384	437681	0.02	0.1	42	8227	3.08	0.8
SUBURBAN	5744	1184767	0.02	0.1	117	19298	2.98	0.7
RURAL	2952	773656	0.01	0.1	31	8163	2.73	1.3
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.00	0.0	5	1466	2.49	1.5
MIDDLE	5099	1121404	0.00	0.1	31	6038	2.55	1.3
HIGH	3222	672418	0.04	0.2	147	27026	3.07	0.7
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	0.03	0.2	124	22357	3.10	0.8
MOSTLY B	2432	521857	0.02	0.1	47	9832	2.90	0.9
HALF B AND C	2854	616658	0.00	0.1	14	2390	2.46	0.8
MOSTLY C OR BELOW	2110	476062	0.00	0.1	5	1108	1.23	1.1

APPENDIX D-78

SOCIAL STUDIES TOTAL

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	3.19	1.0	11058	2392815	2.42	0.9
SEX:								
MALE	5480	1163562	3.17	1.1	5470	1162310	2.30	0.9
FEMALE	5600	1232541	3.20	1.0	5588	1230505	2.54	0.9
BASE YEAR SES:								
LOW	2555	498104	3.12	1.0	2545	496549	2.14	0.9
MIDDLE	5150	1198970	3.20	1.1	5143	1198098	2.41	0.9
HIGH	2992	622296	3.25	1.0	2989	621852	2.75	0.8
RACE:								
WHITE	7490	1894875	3.22	1.1	7480	1893051	2.51	0.9
BLACK	1574	288245	3.07	1.0	1565	287212	2.01	0.8
ASIAN-AMERICAN	263	28321	3.02	0.9	263	28321	2.80	0.9
MEX.-AMER + PUERTO RICAN	1118	103624	3.06	1.0	1115	103193	2.10	0.8
OTHER HISPANIC	470	55116	3.10	0.9	470	55116	2.11	0.9
AMER. INDIAN + OTHER	165	25921	3.16	1.1	165	25921	2.16	0.8
SCHOOL TYPE:								
PUBLIC	8400	2141403	3.15	1.0	8378	2138115	2.40	0.9
PRIVATE	625	69241	3.19	1.1	625	69241	2.63	0.8
CATHOLIC	2055	185459	3.58	1.1	2055	185459	2.62	0.8
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	3.43	1.1	2581	551788	2.40	0.9
NORTH CENTRAL	3156	723587	3.20	1.2	3149	723312	2.46	0.9
SOUTH	3329	753856	3.07	1.0	3320	752468	2.36	0.9
WEST	2010	365603	3.02	0.8	2008	365246	2.52	0.9
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	3.19	1.1	3420	777267	2.18	0.8
ACADEMIC	5033	978591	3.32	1.0	5027	977990	2.86	0.8
VOCATIONAL	2613	636726	2.98	1.0	2603	635269	2.05	0.8
COMMUNITY TYPE:								
URBAN	2384	437681	3.10	0.9	2374	437056	2.27	0.9
SUBURBAN	5744	1184767	3.24	1.1	5739	1183248	2.46	0.9
RURAL	2952	773656	3.16	1.0	2945	772511	2.44	0.9
BASE YEAR TEST SCORES:								
LOW	2076	446554	2.99	1.0	2065	445500	1.78	0.7
MIDDLE	5099	1121404	3.23	1.1	5093	1120043	2.31	0.8
HIGH	3222	672418	3.29	1.0	3221	672271	3.08	0.7
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	3.25	1.0	3613	766670	3.21	0.7
MOSTLY B	2432	521857	3.28	1.1	2429	521194	2.54	0.6
HALF B AND C	2854	616658	3.17	1.0	2849	615963	2.01	0.7
MOSTLY C OR BELOW	2110	476062	3.01	1.0	2107	475776	1.56	0.6

APPENDIX D-79

FUNCTIONAL SOCIAL SCIENCES

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.02	0.1	242	56982	2.50	1.0
SEX:								
MALE	5480	1163562	0.02	0.1	123	31826	2.37	1.0
FEMALE	5600	1232541	0.02	0.1	119	25156	2.65	1.0
BASE YEAR SES:								
LOW	2555	498104	0.03	0.2	81	17584	2.19	1.0
MIDDLE	5150	1198970	0.02	0.1	104	24046	2.50	1.0
HIGH	2992	622296	0.02	0.1	45	13170	3.00	0.8
RACE:								
WHITE	7490	1894875	0.02	0.1	156	45854	2.60	1.0
BLACK	1574	288245	0.02	0.1	27	4932	1.97	0.9
ASIAN-AMERICAN	263	28321	0.02	0.2	7	475	3.81	0.4
MEX.-AMER + PUERTO RICAN	1118	103624	0.02	0.1	29	2867	2.31	1.2
OTHER HISPANIC	470	55116	0.03	0.2	19	2052	1.35	0.8
AMER. INDIAN + OTHER	165	25921	0.02	0.2	4	802	2.37	0.6
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.02	0.1	208	54650	2.47	1.0
PRIVATE	625	69241	0.00	0.0	1	4	1.00	0.0
CATHOLIC	2055	185459	0.01	0.1	33	2328	3.08	1.1
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.02	0.1	80	13805	2.44	1.0
NORTH CENTRAL	3156	723587	0.03	0.2	91	26926	2.55	1.0
SOUTH	3329	753856	0.01	0.1	38	11504	2.41	1.0
WEST	2010	365603	0.01	0.1	33	4747	2.56	1.0
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.02	0.1	75	19108	2.23	0.9
ACADEMIC	5033	978591	0.01	0.1	89	18441	3.07	0.9
VOCATIONAL	2613	636726	0.03	0.2	78	19433	2.22	1.1
COMMUNITY TYPE:								
URBAN	2384	437681	0.01	0.1	48	6847	2.32	1.1
SUBURBAN	5744	1184767	0.02	0.1	133	29866	2.53	1.0
RURAL	2952	773656	0.02	0.2	61	20268	2.50	1.0
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.04	0.2	86	18454	2.02	0.8
MIDDLE	5099	1121404	0.01	0.1	94	22132	2.63	1.0
HIGH	3222	672418	0.01	0.1	37	9234	3.75	0.8
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	0.01	0.1	54	13826	3.21	0.7
MOSTLY B	2432	521857	0.02	0.1	53	11295	2.74	0.9
HALF B AND C	2854	616658	0.02	0.1	65	15127	2.40	1.0
MOSTLY C OR BELOW	2110	476062	0.03	0.2	68	16270	1.80	0.9

APPENDIX D-80

SOCIAL STUDIES, VOCATIONAL APPLICATIONS

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.06	0.2	982	210167	2.46	1.0
SEX:								
MALE	5480	1163562	0.06	0.2	507	102244	2.43	1.0
FEMALE	5600	1232541	0.06	0.2	475	107923	2.48	1.0
BASE YEAR SES:								
LOW	2555	498104	0.05	0.2	190	39395	2.28	1.0
MIDDLE	5150	1198970	0.06	0.2	504	114323	2.48	1.0
HIGH	2992	622296	0.06	0.2	258	52360	2.58	1.0
RACE:								
WHITE	7490	1894875	0.06	0.2	705	174367	2.53	1.0
BLACK	1574	288245	0.04	0.2	123	20039	2.05	1.2
ASIAN-AMERICAN	263	28321	0.04	0.1	16	2281	2.62	1.0
MEX.-AMER + PUERTO RICAN	1118	103624	0.03	0.1	71	6487	2.09	1.2
OTHER HISPANIC	470	55116	0.06	0.2	54	5139	2.40	0.9
AMER. INDIAN + OTHER	165	25921	0.04	0.1	13	1855	1.88	1.0
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.06	0.2	687	185628	2.46	1.0
PRIVATE	625	69241	0.02	0.1	8	1356	3.26	0.4
CATHOLIC	2055	185459	0.09	0.3	287	23183	2.38	1.0
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.06	0.2	228	40901	2.30	1.0
NORTH CENTRAL	3156	723587	0.08	0.2	374	92309	2.57	1.0
SOUTH	3329	753856	0.04	0.2	222	51208	2.30	1.1
WEST	2010	365603	0.04	0.2	158	25748	2.63	1.1
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.06	0.2	322	69705	2.22	1.0
ACADEMIC	5033	978591	0.06	0.2	425	78617	2.82	1.0
VOCATIONAL	2613	636726	0.06	0.2	235	61844	2.27	1.0
COMMUNITY TYPE:								
URBAN	2384	437681	0.05	0.2	186	38182	2.26	1.1
SUBURBAN	5744	1184767	0.06	0.2	584	112254	2.45	1.1
RURAL	2952	773656	0.05	0.2	212	59731	2.60	0.9
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.05	0.2	164	35765	1.87	1.0
MIDDLE	5099	1121404	0.06	0.2	521	108547	2.32	1.0
HIGH	3222	672418	0.06	0.2	250	54940	3.12	0.9
GRADES:								
MOSTLY A: HALF A AND B	3624	768314	0.05	0.2	267	58915	3.24	0.8
MOSTLY B	2432	521857	0.07	0.2	240	52514	2.59	0.8
HALF B AND C	2854	616658	0.06	0.2	286	59501	2.18	0.9
MOSTLY C OR BELOW	2110	476062	0.05	0.2	183	37562	1.53	0.8

APPENDIX D-81

REGULAR HISTORY

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	1.39	0.8	9990	2150498	2.37	1.0
SEX:								
MALE	5480	1163562	1.39	0.8	4961	1045416	2.28	1.0
FEMALE	5600	1232541	1.38	0.8	5029	1105082	2.46	1.0
BASE YEAR SES:								
LOW	2555	498104	1.39	0.7	2345	453388	2.10	1.0
MIDDLE	5150	1198970	1.38	0.8	4626	1077018	2.35	1.0
HIGH	2992	622296	1.40	0.8	2680	553229	2.70	1.0
RACE:								
WHITE	7490	1894875	1.37	0.8	6684	1684841	2.46	1.0
BLACK	1574	288245	1.42	0.7	1434	267892	1.97	1.0
ASIAN-AMERICAN	263	28321	1.34	0.8	242	26039	2.71	1.1
MEX.-AMER + PUERTO RICAN	1118	103624	1.55	0.8	1064	97394	2.09	1.0
OTHER HISPANIC	470	55116	1.46	0.7	411	50705	2.06	1.0
AMER. INDIAN + OTHER	165	25921	1.47	0.7	155	23627	2.24	0.9
SCHOOL TYPE:								
PUBLIC	8400	2141403	1.36	0.8	7623	1924282	2.34	1.0
PRIVATE	625	69241	1.63	0.7	617	68457	2.55	0.9
CATHOLIC	2055	185459	1.53	0.9	1750	157759	2.61	0.9
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	1.26	0.9	2003	426072	2.35	1.0
NORTH CENTRAL	3156	723587	1.39	0.8	2958	673215	2.39	1.0
SOUTH	3329	753856	1.49	0.7	3133	708160	2.30	1.0
WEST	2010	365603	1.35	0.7	1896	343051	2.50	1.0
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	1.39	0.8	3156	714218	2.13	0.9
ACADEMIC	5033	978591	1.42	0.8	4501	870955	2.82	0.9
VOCATIONAL	2613	636726	1.33	0.8	2327	563860	1.99	0.9
COMMUNITY TYPE:								
URBAN	2384	437681	1.43	0.7	2152	404486	2.21	1.0
SUBURBAN	5744	1184767	1.35	0.8	5101	1037721	2.41	1.0
RURAL	2952	773656	1.42	0.8	2737	708291	2.40	1.0
BASE YEAR TEST SCORES:								
LOW	2076	446554	1.35	0.8	1886	403704	1.74	0.8
MIDDLE	5099	1121404	1.38	0.8	4615	1014145	2.24	0.9
HIGH	3222	672418	1.41	0.8	2863	592525	3.05	0.8
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	1.37	0.8	3170	668576	3.19	0.8
MOSTLY B	2432	521857	1.39	0.8	2174	469692	2.51	0.8
HALF B AND C	2854	616658	1.43	0.8	2649	567512	1.95	0.8
MOSTLY C OR BELOW	2110	476062	1.34	0.8	1943	432924	1.52	0.7

SOCIAL SCIENCES, OTHER REGULAR

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	1.66	1.0	10350	2265255	2.47	1.0
SEX:								
MALE	5480	1163562	1.64	1.0	5113	1098370	2.33	1.0
FEMALE	5600	1232541	1.68	1.0	5237	1166885	2.61	0.9
BASE YEAR SES:								
LOW	2555	498104	1.61	1.0	2384	471428	2.17	0.9
MIDDLE	5150	1198970	1.68	1.0	4844	1136446	2.47	0.9
HIGH	2992	622296	1.67	1.0	2778	587531	2.77	0.9
RACE:								
WHITE	7490	1894875	1.69	1.0	6992	1792872	2.56	0.9
BLACK	1574	288245	1.56	0.9	1466	271392	2.06	0.9
ASIAN-AMERICAN	263	28321	1.47	0.8	242	26466	2.83	0.9
MEX.-AMER + PUERTO RICAN	1118	103624	1.42	0.9	1057	97865	2.10	0.9
OTHER HISPANIC	470	55116	1.51	0.9	438	51538	2.20	1.0
AMER. INDIAN + OTHER	165	25921	1.59	1.0	155	25122	2.12	0.9
SCHOOL TYPE:								
PUBLIC	8400	2141403	1.65	1.0	7894	2028290	2.45	1.0
PRIVATE	625	69241	1.41	1.0	526	62200	2.75	0.8
CATHOLIC	2055	185459	1.85	1.1	1930	174765	2.64	0.9
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	1.98	1.3	2297	500607	2.43	0.9
NORTH CENTRAL	3156	723587	1.64	1.0	2983	691623	2.53	1.0
SOUTH	3329	753856	1.49	0.9	3127	717692	2.41	1.0
WEST	2010	365603	1.55	0.8	1943	355333	2.54	0.9
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	1.69	1.0	3258	744357	2.23	0.9
ACADEMIC	5033	978591	1.71	1.0	4667	921054	2.90	0.9
VOCATIONAL	2613	636726	1.54	1.0	2417	597554	2.11	0.9
COMMUNITY TYPE:								
URBAN	2384	437681	1.53	0.9	2189	407006	2.32	1.0
SUBURBAN	5744	1184767	1.73	1.1	5367	1119977	2.51	0.9
RURAL	2952	773656	1.62	0.9	2794	738272	2.49	1.0
BASE YEAR TEST SCORES:								
LOW	2076	446554	1.53	1.0	1922	417781	1.83	0.8
MIDDLE	5099	1121404	1.73	1.0	4857	1073465	2.37	0.9
HIGH	3222	672418	1.67	1.0	2952	627967	3.12	0.8
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	1.69	1.1	3345	722108	3.25	0.7
MOSTLY B	2432	521857	1.73	1.0	2287	498334	2.60	0.7
HALF B AND C	2854	616658	1.63	1.0	2696	585406	2.06	0.8
MOSTLY C OR BELOW	2110	476062	1.56	1.0	1968	447244	1.62	0.7

APPENDIX D-83

SOCIAL STUDIES, ADVANCED PLACEMENT AND HONORS

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.07	0.3	754	164846	2.72	1.0
SEX:								
MALE	5480	1163562	0.06	0.3	387	77155	2.61	1.0
FEMALE	5600	1232541	0.07	0.3	367	87691	2.82	1.0
BASE YEAR SES:								
LOW	2555	498104	0.04	0.2	102	21104	2.39	1.1
MIDDLE	5150	1198970	0.06	0.3	289	74455	2.57	1.0
HIGH	2992	622296	0.11	0.4	343	66173	3.05	0.8
RACE:								
WHITE	7490	1894875	0.07	0.3	572	141350	2.76	1.0
BLACK	1574	288245	0.04	0.2	73	10824	2.23	1.2
ASIAN-AMERICAN	263	28321	0.15	0.4	35	3434	3.49	0.6
MEX.-AMER + PUERTO RICAN	1118	103624	0.04	0.2	42	4122	2.48	1.1
OTHER HISPANIC	470	55116	0.05	0.2	27	3513	2.84	0.9
AMER. INDIAN + OTHER	165	25921	0.04	0.2	5	1604	1.15	0.7
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.06	0.3	510	142178	2.68	1.0
PRIVATE	625	69241	0.13	0.4	89	7022	3.08	0.9
CATHOLIC	2055	185459	0.11	0.4	155	15646	2.93	0.8
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.11	0.4	224	55693	2.87	0.9
NORTH CENTRAL	3156	723587	0.06	0.2	217	47477	2.60	1.0
SOUTH	3329	753856	0.04	0.2	168	30917	2.62	1.1
WEST	2010	365603	0.08	0.3	145	30759	2.76	1.0
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.04	0.2	122	31667	2.41	1.0
ACADEMIC	5033	978591	0.12	0.4	549	109890	2.98	0.9
VOCATIONAL	2613	636726	0.03	0.2	83	23289	1.94	1.1
COMMUNITY TYPE:								
URBAN	2384	437681	0.08	0.3	206	40059	2.52	1.1
SUBURBAN	5744	1184767	0.07	0.3	410	81225	2.84	1.0
RURAL	2952	773656	0.05	0.2	138	43562	2.69	1.0
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.02	0.1	45	11647	1.66	0.8
MIDDLE	5099	1121404	0.04	0.2	229	55503	2.34	1.0
HIGH	3222	672418	0.14	0.4	427	85881	3.11	0.8
GRADES:								
MOSTLY A: HALF A AND B	3624	768314	0.12	0.4	413	84863	3.23	0.8
MOSTLY B	2432	521857	0.06	0.3	157	34814	2.58	0.8
HALF B AND C	2854	616658	0.03	0.2	110	26765	2.03	0.9
MOSTLY C OR BELOW	2110	476062	0.03	0.2	72	17946	1.66	0.9

APPENDIX D-84

FOREIGN LANGUAGES TOTAL

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	1.08	1.3	6680	1270392	2.51	1.1
SEX:								
MALE	5480	1163562	0.88	1.2	2983	529983	2.31	1.1
FEMALE	5600	1232541	1.27	1.4	3697	740409	2.65	1.0
BASE YEAR SES:								
LOW	2555	498104	0.61	1.0	1176	181295	2.31	1.1
MIDDLE	5150	1198970	0.99	1.3	2957	607872	2.48	1.1
HIGH	2992	622296	1.68	1.5	2372	452651	2.65	1.0
RACE:								
WHITE	7490	1894875	1.14	1.3	4495	1030694	2.56	1.0
BLACK	1574	288245	0.68	1.0	829	122306	2.02	1.1
ASIAN-AMERICAN	263	28321	1.96	1.5	221	22395	2.95	1.0
MEX.-AMER + PUERTO RICAN	1118	103624	1.04	1.2	737	59292	2.50	1.1
OTHER HISPANIC	470	55116	1.03	1.4	337	26279	2.54	1.0
AMER. INDIAN + OTHER	165	25921	0.68	1.1	61	9426	1.91	0.9
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.96	1.2	4371	1063725	2.50	1.1
PRIVATE	625	69241	1.92	1.8	509	46793	2.65	0.9
CATHOLIC	2055	185459	2.15	1.3	1800	159875	2.56	1.0
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	1.73	1.6	1954	382375	2.48	1.1
NORTH CENTRAL	3156	723587	0.87	1.2	1639	335698	2.53	1.1
SOUTH	3329	753856	0.76	1.1	1760	331813	2.47	1.1
WEST	2010	365603	1.14	1.2	1327	220507	2.60	1.0
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.62	1.0	1583	306765	2.13	1.1
ACADEMIC	5033	978591	1.87	1.4	4162	766624	2.77	1.0
VOCATIONAL	2613	636726	0.44	0.8	934	196933	2.07	1.1
COMMUNITY TYPE:								
URBAN	2384	437681	1.13	1.3	1556	253879	2.31	1.1
SUBURBAN	5744	1184767	1.27	1.4	3847	704630	2.52	1.0
RURAL	2952	773656	0.76	1.2	1277	311884	2.66	1.1
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.36	0.8	708	119108	1.87	1.1
MIDDLE	5099	1121404	0.90	1.2	2925	554586	2.24	1.0
HIGH	3222	672418	1.88	1.4	2640	520907	2.98	0.9
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	1.58	1.5	2644	515483	3.22	0.8
MOSTLY B	2432	521857	1.24	1.4	1628	307768	2.40	0.9
HALF B AND C	2854	616658	0.79	1.1	1513	284820	1.92	0.9
MOSTLY C OR BELOW	2110	476062	0.48	0.9	873	158049	1.50	0.9

APPENDIX D-85

ENGLISH AS A SECOND LANGUAGE

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.00	0.1	54	5689	2.47	1.1
SEX:								
MALE	5480	1163562	0.00	0.1	26	3934	2.51	1.2
FEMALE	5600	1232541	0.00	0.1	28	1756	2.38	0.8
BASE YEAR SES:								
LOW	2555	498104	0.01	0.2	31	2873	2.68	0.9
MIDDLE	5150	1198970	0.00	0.1	12	1960	2.28	1.3
HIGH	2992	622296	0.00	0.0	3	561	2.24	0.5
RACE:								
WHITE	7490	1894875	0.00	0.0	8	2193	2.18	1.3
BLACK	1574	288245	0.00	0.0	3	115	0.99	1.0
ASIAN-AMERICAN	263	28321	0.09	0.5	13	1259	3.20	0.6
MEX.-AMER + PUERTO RICAN	1118	103624	0.03	0.3	23	1321	2.37	0.8
OTHER HISPANIC	470	55116	0.01	0.2	5	477	2.39	0.8
AMER. INDIAN + OTHER	165	25921	0.01	0.1	2	325	2.55	0.5
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.00	0.1	53	5682	2.47	1.1
PRIVATE	625	69241	0.0	0.0	0			
CATHOLIC	2055	185459	0.00	0.0	1	8	3.30	0.0
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.00	0.1	16	1075	2.76	1.0
NORTH CENTRAL	3156	723587	0.00	0.0	4	1247	2.51	0.5
SOUTH	3329	753856	0.00	0.1	14	1237	2.49	1.0
WEST	2010	365603	0.01	0.2	20	2131	2.28	1.4
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.00	0.1	18	2121	2.75	0.6
ACADEMIC	5033	978591	0.00	0.1	19	2016	2.88	0.8
VOCATIONAL	2613	636726	0.00	0.1	17	1551	1.54	1.3
COMMUNITY TYPE:								
URBAN	2384	437681	0.01	0.1	32	2327	1.87	1.3
SUBURBAN	5744	1184767	0.00	0.1	20	3068	2.87	0.7
RURAL	2952	773656	0.00	0.0	2	295	3.00	0.0
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.01	0.1	21	1620	2.48	0.9
MIDDLE	5099	1121404	0.00	0.1	21	2969	2.20	1.2
HIGH	3222	672418	0.00	0.0	2	574	3.48	0.3
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	0.00	0.1	14	1498	2.98	0.9
MOSTLY B	2432	521857	0.00	0.1	9	737	2.69	0.9
HALF B AND C	2854	616658	0.00	0.1	19	1685	2.79	0.8
MOSTLY C OR BELOW	2110	476062	0.00	0.1	12	1769	1.63	1.1

FIRST YEAR FOREIGN LANGUAGE

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.51	0.6	5985	1143006	2.59	1.1
SEX:								
MALE	5480	1163562	0.43	0.6	2675	477911	2.39	1.1
FEMALE	5600	1232541	0.58	0.6	3310	665096	2.74	1.1
BASE YEAR SES:								
LOW	2555	498104	0.33	0.5	1030	162059	2.35	1.2
MIDDLE	5150	1198970	0.48	0.6	2708	553383	2.58	1.1
HIGH	2992	622296	0.71	0.6	2093	401146	2.73	1.1
RACE:								
WHITE	7490	1894875	0.52	0.6	4083	929301	2.65	1.1
BLACK	1574	288245	0.39	0.6	771	114387	2.10	1.2
ASIAN-AMERICAN	263	28321	0.83	0.7	193	19694	3.05	1.0
MEX.-AMER + PUERTO RICAN	1118	103624	0.49	0.6	607	48520	2.55	1.2
OTHER HISPANIC	470	55116	0.48	0.6	280	23545	2.64	1.1
AMER. INDIAN + OTHER	165	25921	0.32	0.6	51	7559	2.20	1.0
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.46	0.6	3865	949110	2.58	1.1
PRIVATE	625	69241	0.68	0.7	421	38519	2.73	1.1
CATHOLIC	2055	185459	0.94	0.6	1699	155377	2.66	1.0
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.67	0.7	1715	325704	2.60	1.1
NORTH CENTRAL	3156	723587	0.43	0.6	1512	307716	2.61	1.1
SOUTH	3329	753856	0.42	0.6	1571	310722	2.54	1.2
WEST	2010	365603	0.57	0.6	1187	198864	2.65	1.1
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.35	0.5	1436	283403	2.18	1.1
ACADEMIC	5033	978591	0.79	0.6	3719	684427	2.89	1.0
VOCATIONAL	2613	636726	0.26	0.5	829	175106	2.12	1.1
COMMUNITY TYPE:								
URBAN	2384	437681	0.54	0.6	1328	219602	2.41	1.2
SUBURBAN	5744	1184767	0.56	0.6	3457	628582	2.59	1.1
RURAL	2952	773656	0.40	0.6	1200	294822	2.73	1.1
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.23	0.5	651	112147	1.93	1.2
MIDDLE	5099	1121404	0.47	0.6	2669	510708	2.31	1.1
HIGH	3222	672418	0.76	0.6	2312	455618	3.10	0.9
GRADES:								
MOSTLY A: HALF A AND B	3624	768314	0.66	0.6	2316	455976	3.29	0.8
MOSTLY B	2432	521857	0.58	0.6	1494	283073	2.57	1.0
HALF B AND C	2854	616658	0.42	0.6	1358	253677	2.00	1.0
MOSTLY C OR BELOW	2110	476062	0.28	0.5	796	146246	1.61	1.0

APPENDIX D-87

SECOND YEAR FOREIGN LANGUAGE

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.34	0.5	4372	794205	2.65	1.1
SEX:								
MALE	5480	1163562	0.28	0.5	1962	328410	2.43	1.1
FEMALE	5600	1232541	0.39	0.5	2410	465795	2.81	1.0
BASE YEAR SES:								
LOW	2555	498104	0.16	0.4	584	82525	2.51	1.2
MIDDLE	5150	1198970	0.32	0.5	1912	378228	2.65	1.1
HIGH	2992	622296	0.54	0.6	1789	319617	2.71	1.0
RACE:								
WHITE	7490	1894875	0.36	0.5	3132	667021	2.70	1.0
BLACK	1574	288245	0.20	0.4	492	61518	2.18	1.2
ASIAN-AMERICAN	263	28321	0.58	0.6	156	15625	2.95	1.0
MEX.-AMER + PUERTO RICAN	1118	103624	0.27	0.5	367	29018	2.59	1.1
OTHER HISPANIC	470	55116	0.29	0.5	194	15164	2.70	1.1
AMER. INDIAN + OTHER	165	25921	0.24	0.5	31	5859	1.95	1.2
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.30	0.5	2511	626892	2.66	1.1
PRIVATE	625	69241	0.56	0.6	435	35124	2.71	0.9
CATHOLIC	2055	185459	0.77	0.6	1426	132189	2.62	1.0
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.58	0.6	1560	304031	2.59	1.1
NORTH CENTRAL	3156	723587	0.27	0.5	1008	189769	2.74	1.0
SOUTH	3329	753856	0.23	0.4	1034	171224	2.58	1.1
WEST	2010	365603	0.35	0.5	770	129180	2.78	1.0
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.17	0.4	743	135867	2.29	1.1
ACADEMIC	5033	978591	0.62	0.6	3249	585057	2.79	1.0
VOCATIONAL	2613	636726	0.11	0.3	379	73211	2.21	1.0
COMMUNITY TYPE:								
URBAN	2384	437681	0.36	0.5	1051	162606	2.43	1.1
SUBURBAN	5744	1184767	0.40	0.5	2620	458207	2.66	1.0
RURAL	2952	773656	0.23	0.4	701	173392	2.85	1.0
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.09	0.3	268	41210	2.04	1.1
MIDDLE	5099	1121404	0.28	0.5	1783	312372	2.36	1.0
HIGH	3222	672410	0.62	0.6	2081	395473	2.98	1.0
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	0.50	0.6	1954	368677	3.25	0.8
MOSTLY B	2432	521857	0.41	0.5	1135	204278	2.48	0.9
HALF B AND C	2854	616658	0.24	0.4	846	148619	1.94	0.9
MOSTLY C OR BELOW	2110	476062	0.14	0.4	426	71176	1.57	0.9

APPENDIX D-88

THIRD YEAR FOREIGN LANGUAGE

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.14	0.4	1967	343710	2.84	1.0
SEX:								
MALE	5480	1163562	0.11	0.3	840	124071	2.67	1.0
FEMALE	5600	1232541	0.18	0.4	1127	219638	2.94	1.0
BASE YEAR SES:								
LOW	2555	498104	0.06	0.2	235	30195	2.59	1.3
MIDDLE	5150	1198970	0.12	0.3	719	142670	2.78	1.1
HIGH	2992	622296	0.27	0.5	980	165640	2.95	0.9
RACE:								
WHITE	7490	1894875	0.16	0.4	1432	295843	2.89	1.0
BLACK	1574	288245	0.06	0.2	178	18068	2.26	1.2
ASIAN-AMERICAN	263	28321	0.32	0.5	88	8620	3.18	1.0
MEX.-AMER + PUERTO RICAN	1118	103624	0.12	0.3	163	12642	2.55	1.1
OTHER HISPANIC	470	55116	0.12	0.3	96	6634	2.85	1.0
AMER. INDIAN + OTHER	165	25921	0.07	0.3	10	1903	1.35	1.0
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.12	0.3	1043	263578	2.86	1.0
PRIVATE	625	69241	0.35	0.5	325	24664	2.53	1.0
CATHOLIC	2055	185459	0.31	0.5	599	55468	2.90	0.9
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.30	0.5	791	159976	2.76	1.1
NORTH CENTRAL	3156	723587	0.11	0.3	465	80920	2.95	1.0
SOUTH	3329	753856	0.07	0.3	379	53366	2.83	1.1
WEST	2010	365603	0.13	0.3	332	49448	2.91	0.9
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.06	0.2	258	47446	2.50	1.1
ACADEMIC	5033	978591	0.29	0.5	1590	273636	2.94	1.0
VOCATIONAL	2613	636726	0.03	0.2	119	22628	2.29	1.1
COMMUNITY TYPE:								
URBAN	2384	437681	0.14	0.3	448	64793	2.53	1.2
SUBURBAN	5744	1184767	0.19	0.4	1263	215411	2.87	0.9
RURAL	2952	773656	0.08	0.3	256	63506	3.06	1.0
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.02	0.1	82	10192	2.08	1.1
MIDDLE	5099	1121404	0.09	0.3	637	104671	2.53	1.0
HIGH	3222	672418	0.31	0.5	1125	205650	3.07	0.9
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	0.25	0.5	1009	186140	3.36	0.8
MOSTLY B	2432	521857	0.16	0.4	496	84515	2.49	0.9
HALF B AND C	2854	616658	0.08	0.3	312	50307	2.08	0.9
MOSTLY C OR BELOW	2110	476062	0.04	0.2	147	22365	1.55	1.0

FOURTH YEAR FOREIGN LANGUAGE

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.06	0.2	768	132447	3.09	0.9
SEX:								
MALE	5480	1163562	0.04	0.2	307	43956	2.94	0.9
FEMALE	5600	1232541	0.07	0.3	461	88491	3.16	1.0
BASE YEAR SES:								
LOW	2555	498104	0.02	0.1	85	10170	2.86	1.1
MIDDLE	5150	1198970	0.04	0.2	226	49552	3.05	1.0
HIGH	2992	622296	0.11	0.3	445	71065	3.14	0.8
RACE:								
WHITE	7490	1894875	0.06	0.3	596	118038	3.12	0.9
BLACK	1574	288245	0.01	0.1	37	3672	2.53	1.1
ASIAN-AMERICAN	263	28321	0.10	0.3	31	2862	3.14	1.2
MEX.-AMER + PUERTO RICAN	1118	103624	0.04	0.2	61	4408	2.63	1.2
OTHER HISPANIC	470	55116	0.05	0.2	40	2784	3.19	0.9
AMER. INDIAN + OTHER	165	25921	0.03	0.2	3	683	1.86	1.2
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.05	0.2	385	99510	3.10	1.0
PRIVATE	625	69241	0.20	0.4	199	13733	2.96	0.7
CATHOLIC	2055	185459	0.10	0.3	184	19204	3.10	1.0
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.11	0.3	271	59037	2.98	1.0
NORTH CENTRAL	3156	723587	0.05	0.2	217	35160	3.08	1.0
SOUTH	3329	753856	0.03	0.2	161	18894	3.19	0.8
WEST	2010	365603	0.05	0.2	119	19357	3.32	0.8
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.02	0.1	80	14102	2.97	0.9
ACADEMIC	5033	978591	0.12	0.3	649	109249	3.17	0.9
VOCATIONAL	2613	636726	0.01	0.1	39	9096	2.24	1.3
COMMUNITY TYPE:								
URBAN	2384	437681	0.05	0.2	156	22526	2.85	1.1
SUBURBAN	5744	1184767	0.08	0.3	525	88416	3.13	0.9
RURAL	2952	773656	0.03	0.2	87	21505	3.17	1.0
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.01	0.1	27	4594	2.06	1.2
MIDDLE	5099	1121404	0.03	0.2	182	31553	2.81	1.0
HIGH	3222	672418	0.14	0.4	519	89191	3.23	0.9
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	0.11	0.3	465	83638	3.43	0.8
MOSTLY B	2432	521857	0.06	0.2	196	31463	2.67	0.8
HALF B AND C	2854	616658	0.02	0.2	76	12669	2.30	1.0
MOSTLY C OR BELOW	2110	476062	0.01	0.1	31	4677	1.82	1.0

APPENDIX D-90

FIFTH YEAR/AP FOREIGN LANGUAGE

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.02	0.2	184	33459	3.22	0.7
SEX:								
MALE	5480	1163562	0.01	0.1	88	11894	3.03	0.7
FEMALE	5600	1232541	0.02	0.2	96	21566	3.32	0.7
BASE YEAR SES:								
LOW	2555	498104	0.01	0.1	17	4468	3.16	0.8
MIDDLE	5150	1198970	0.01	0.1	51	11332	3.31	0.6
HIGH	2992	622296	0.03	0.2	114	17504	3.17	0.7
RACE:								
WHITE	7490	1894875	0.02	0.2	142	27916	3.26	0.7
BLACK	1574	288245	0.01	0.1	10	1715	2.76	0.8
ASIAN-AMERICAN	263	28321	0.03	0.2	8	815	3.60	0.4
MEX.-AMER + PUERTO RICAN	1118	103624	0.03	0.2	11	2190	3.00	0.7
OTHER HISPANIC	470	55116	0.01	0.1	11	505	2.83	0.8
AMER. INDIAN + OTHER	165	25921	0.02	0.2	2	318	3.00	0.0
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.01	0.1	93	25395	3.20	0.7
PRIVATE	625	69241	0.12	0.5	64	5951	3.21	0.8
CATHOLIC	2055	185459	0.01	0.1	27	2113	3.48	0.6
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.05	0.3	88	19554	3.25	0.7
NORTH CENTRAL	3156	723587	0.01	0.1	39	5340	3.13	0.7
SOUTH	3329	753856	0.01	0.1	31	4117	3.33	0.6
WEST	2010	365603	0.01	0.1	26	4447	3.07	0.7
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.01	0.1	21	3986	2.95	0.7
ACADEMIC	5033	978591	0.03	0.2	155	26279	3.21	0.7
VOCATIONAL	2613	636726	0.01	0.1	8	3195	3.62	0.7
COMMUNITY TYPE:								
URBAN	2384	437681	0.01	0.1	36	4578	2.83	0.7
SUBURBAN	5744	1184767	0.02	0.2	121	24084	3.27	0.6
RURAL	2952	773656	0.01	0.1	27	4798	3.30	0.8
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.00	0.0	4	157	2.68	0.7
MIDDLE	5099	1121404	0.01	0.1	36	7195	3.04	0.7
HIGH	3222	672418	0.04	0.2	123	21516	3.24	0.7
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	0.03	0.2	117	21773	3.40	0.6
MOSTLY B	2432	521857	0.02	0.2	41	7445	2.87	0.7
HALF B AND C	2854	616658	0.01	0.1	21	3418	3.06	0.8
MOSTLY C OR BELOW	2110	476062	0.00	0.0	5	823	2.28	0.8

APPENDIX D-91

OTHER LANGUAGE COURSES (E.G. LANGUAGE FOR TRAVELERS)

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.01	0.1	217	25809	2.71	1.1
SEX:								
MALE	5480	1163562	0.01	0.1	83	9583	2.72	1.1
FEMALE	5600	1232541	0.01	0.1	134	16227	2.70	1.1
BASE YEAR SES:								
LOW	2555	498104	0.01	0.2	66	6281	2.56	1.2
MIDDLE	5150	1198970	0.01	0.1	90	12562	2.77	1.2
HIGH	2992	622296	0.01	0.1	55	6258	2.81	1.0
RACE:								
WHITE	7490	1894875	0.01	0.1	73	17166	2.87	1.1
BLACK	1574	288245	0.00	0.1	11	1114	2.24	1.0
ASIAN-AMERICAN	263	28321	0.02	0.1	9	662	3.34	1.1
MEX.-AMER + PUERTO RICAN	1118	103624	0.06	0.4	68	4692	2.37	1.0
OTHER HISPANIC	470	55116	0.07	0.4	54	2104	2.27	1.3
AMER. INDIAN + OTHER	165	25921	0.00	0.0	2	72	1.24	1.5
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.01	0.1	127	21978	2.66	1.2
PRIVATE	625	69241	0.01	0.1	12	1412	3.00	1.0
CATHOLIC	2055	185459	0.02	0.2	78	2420	3.00	0.9
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.02	0.2	65	11063	2.81	1.2
NORTH CENTRAL	3156	723587	0.00	0.0	17	2283	2.60	1.2
SOUTH	3329	753856	0.01	0.1	74	5772	2.71	1.2
WEST	2010	365603	0.02	0.2	61	6692	2.58	1.0
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.01	0.1	55	5205	2.24	1.1
ACADEMIC	5033	978591	0.02	0.1	127	16520	2.92	1.1
VOCATIONAL	2613	636726	0.01	0.1	35	4084	2.47	1.0
COMMUNITY TYPE:								
URBAN	2384	437681	0.02	0.2	51	6542	2.22	1.2
SUBURBAN	5744	1184767	0.01	0.1	134	13892	2.74	1.1
RURAL	2952	773656	0.01	0.1	32	5375	3.24	1.0
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.01	0.1	37	3560	2.64	1.0
MIDDLE	5099	1121404	0.01	0.1	99	11501	2.25	1.1
HIGH	3222	672418	0.01	0.1	67	9351	3.30	1.0
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	0.01	0.1	89	11148	3.45	0.8
MOSTLY B	2432	521857	0.01	0.1	40	4000	2.69	0.9
HALF B AND C	2854	616658	0.01	0.2	60	7514	2.10	1.0
MOSTLY C OR BELOW	2110	476062	0.01	0.1	28	3148	1.58	0.9

APPENDIX D-92

COMPUTER SCIENCE TOTAL

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.11	0.5	1571	329243	2.67	1.1
SEX:								
MALE	5480	1163562	0.13	0.6	868	174482	2.57	1.1
FEMALE	5600	1232541	0.10	0.4	703	154761	2.79	1.1
BASE YEAR SES:								
LOW	2555	498104	0.09	0.4	261	47709	2.44	1.1
MIDDLE	5150	1198970	0.12	0.5	736	165669	2.63	1.1
HIGH	2992	622296	0.13	0.4	543	110576	2.85	1.1
RACE:								
WHITE	7490	1894875	0.12	0.5	1128	277374	2.74	1.1
BLACK	1574	288245	0.10	0.4	209	30552	2.11	1.1
ASIAN-AMERICAN	263	28321	0.24	0.6	57	6565	3.19	0.9
MEX.-AMER + PUERTO RICAN	1118	103624	0.07	0.3	101	8647	2.33	1.0
OTHER HISPANIC	470	55116	0.07	0.3	63	4620	2.38	1.1
AMER. INDIAN + OTHER	165	25921	0.05	0.3	13	1483	2.19	1.2
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.12	0.5	1138	295133	2.65	1.1
PRIVATE	625	69241	0.03	0.1	116	5281	2.99	1.0
CATHOLIC	2055	185459	0.12	0.4	317	28828	2.85	1.0
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.17	0.7	447	98572	2.77	1.1
NORTH CENTRAL	3156	723587	0.13	0.4	573	123523	2.72	1.1
SOUTH	3329	753856	0.07	0.3	337	63072	2.39	1.1
WEST	2010	365603	0.10	0.4	214	44076	2.72	1.1
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.07	0.2	344	76794	2.40	1.2
ACADEMIC	5033	978591	0.14	0.4	946	183865	2.95	1.0
VOCATIONAL	2613	636726	0.13	0.8	280	68556	2.23	1.1
COMMUNITY TYPE:								
URBAN	2384	437681	0.12	0.4	362	62056	2.32	1.1
SUBURBAN	5744	1184767	0.14	0.4	938	200566	2.71	1.1
RURAL	2952	773656	0.08	0.6	271	66621	2.91	1.0
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.05	0.3	154	26209	1.85	1.0
MIDDLE	5099	1121404	0.10	0.4	602	130371	2.47	1.1
HIGH	3222	672418	0.18	0.4	728	154684	3.00	1.0
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	0.14	0.4	648	138139	3.37	0.7
MOSTLY B	2432	521857	0.11	0.4	363	74747	2.55	1.0
HALF B AND C	2854	616658	0.11	0.7	340	73943	2.09	1.1
MOSTLY C OR BELOW	2110	476062	0.07	0.3	215	40979	1.65	1.0

APPENDIX D-93

COMPUTER LITERACY

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.01	0.1	258	50956	2.81	1.1
SEX:								
MALE	5480	1163562	0.02	0.1	152	27200	2.66	1.1
FEMALE	5600	1232541	0.01	0.1	106	23756	2.99	1.0
BASE YEAR SES:								
LOW	2555	498104	0.01	0.1	34	7397	2.47	0.9
MIDDLE	5150	1198970	0.01	0.1	107	24091	2.72	1.1
HIGH	2992	622296	0.02	0.1	108	17986	3.07	0.9
RACE:								
WHITE	7490	1894875	0.02	0.1	205	43778	2.89	1.0
BLACK	1574	288245	0.01	0.1	33	5902	2.33	1.1
ASIAN-AMERICAN	263	28321	0.01	0.1	6	349	3.98	0.2
MEX.-AMER + PUERTO RICAN	1118	103624	0.00	0.0	6	441	1.81	0.9
OTHER HISPANIC	470	55116	0.00	0.1	6	324	2.32	1.4
AMER. INDIAN + OTHER	165	25921	0.00	0.0	2	161	0.41	0.2
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.01	0.1	146	41734	2.82	1.1
PRIVATE	625	69241	0.00	0.0	34	628	3.07	1.0
CATHOLIC	2055	185459	0.02	0.1	78	8593	2.78	1.0
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.02	0.2	87	19032	2.92	1.1
NORTH CENTRAL	3156	723587	0.02	0.1	109	21865	2.77	1.0
SOUTH	3329	753856	0.00	0.1	32	4769	2.35	1.2
WEST	2010	365603	0.01	0.1	30	5289	3.04	1.1
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.01	0.1	38	10885	2.44	1.1
ACADEMIC	5033	978591	0.02	0.1	183	30870	3.05	1.0
VOCATIONAL	2613	636726	0.01	0.1	37	9200	2.45	1.1
COMMUNITY TYPE:								
URBAN	2384	437681	0.01	0.1	49	6644	2.46	1.2
SUBURBAN	5744	1184767	0.02	0.1	173	33566	2.83	1.0
RURAL	2952	773656	0.01	0.1	36	10746	2.99	1.0
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.01	0.1	25	5182	2.04	1.2
MIDDLE	5079	1121404	0.01	0.1	94	21005	2.67	1.1
HIGH	3222	672418	0.02	0.1	129	23604	3.09	0.9
GRADES:								
MOSTLY A: HALF A AND B	3624	768314	0.02	0.1	115	23714	3.37	0.7
MOSTLY B	2432	521857	0.01	0.1	50	8230	2.69	1.0
HALF B AND C	2854	616658	0.01	0.1	48	9171	2.67	0.9
MOSTLY C OR BELOW	2110	476062	0.01	0.1	44	9317	1.75	1.0

APPENDIX D-94

COMPUTER PROGRAMMING

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.04	0.2	661	131237	2.77	1.1
SEX:								
MALE	5480	1163562	0.05	0.2	410	77356	2.66	1.1
FEMALE	5600	1232541	0.03	0.2	251	53881	2.93	1.0
BASE YEAR SES:								
LOW	2555	498104	0.02	0.1	84	12096	2.41	1.2
MIDDLE	5150	1198970	0.04	0.2	312	65168	2.75	1.1
HIGH	2992	622296	0.06	0.2	253	52834	2.88	1.1
RACE:								
WHITE	7490	1894875	0.04	0.2	492	114770	2.81	1.1
BLACK	1574	288245	0.02	0.2	82	8299	2.14	1.2
ASIAN-AMERICAN	263	28321	0.10	0.3	24	3162	3.14	0.9
MEX.-AMER + PUERTO RICAN	1118	103624	0.03	0.2	32	2721	2.50	1.1
OTHER HISPANIC	470	55116	0.03	0.2	26	1731	2.72	0.9
AMER. INDIAN + OTHER	165	25921	0.02	0.1	5	555	2.10	0.3
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.04	0.2	428	111441	2.76	1.1
PRIVATE	625	69241	0.01	0.1	32	2514	3.00	1.1
CATHOLIC	2055	185459	0.07	0.3	201	17282	2.79	1.1
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.06	0.2	213	43020	2.84	1.1
NORTH CENTRAL	3156	723587	0.05	0.2	261	54650	2.83	1.0
SOUTH	3329	753856	0.01	0.1	88	12024	2.68	1.1
WEST	2010	365603	0.05	0.2	99	21543	2.50	1.1
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.03	0.1	152	30567	2.38	1.2
ACADEMIC	5033	978591	0.06	0.2	436	85362	3.00	1.0
VOCATIONAL	2613	636726	0.02	0.2	73	15308	2.28	1.0
COMMUNITY TYPE:								
URBAN	2384	437681	0.03	0.2	132	18029	2.48	1.0
SUBURBAN	5744	1184767	0.06	0.2	437	88395	2.73	1.1
RURAL	2952	773656	0.02	0.1	92	24813	3.11	1.0
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.01	0.1	38	5480	2.05	1.1
MIDDLE	5099	1121404	0.03	0.2	259	49443	2.43	1.1
HIGH	3222	672418	0.07	0.3	329	69618	3.05	1.0
GRADES:								
MOSTLY A; HALF A AND B	3624	768314	0.05	0.2	268	55365	3.48	0.6
MOSTLY B	2432	521857	0.04	0.2	168	34006	2.60	1.0
HALF B AND C	2854	616658	0.03	0.2	137	27016	2.13	1.1
MOSTLY C OR BELOW	2110	476062	0.02	0.2	86	14056	1.65	1.0

APPENDIX D-95

DP & APPLICATION

	NUMBER OF COURSES PASSED				AVERAGE GRADE IN COURSES ATTEMPTED			
	SAMPLE N	WEIGHTED N	MEAN	S.D.	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	11080	2396103	0.06	0.4	739	166177	2.58	1.1
SEX:								
MALE	5480	1163562	0.06	0.5	360	81365	2.51	1.2
FEMALE	5600	1232541	0.05	0.3	379	84812	2.66	1.1
BASE YEAR SES:								
LOW	2555	498104	0.06	0.4	161	30762	2.42	1.1
MIDDLE	5150	1198970	0.06	0.5	358	86604	2.56	1.2
HIGH	2992	622296	0.05	0.2	206	45614	2.76	1.1
RACE:								
WHITE	7490	1894875	0.06	0.4	482	133018	2.67	1.1
BLACK	1574	288245	0.06	0.4	111	19105	2.04	1.1
ASIAN-AMERICAN	263	28321	0.13	0.4	30	3762	3.10	0.9
MEX.-AMER + PUERTO RICAN	1118	103624	0.04	0.2	70	6129	2.34	1.0
OTHER HISPANIC	470	55116	0.04	0.2	39	3249	2.31	1.2
AMER. INDIAN + OTHER	165	25921	0.03	0.2	7	914	2.35	1.4
SCHOOL TYPE:								
PUBLIC	8400	2141403	0.06	0.4	632	159432	2.56	1.1
PRIVATE	625	69241	0.01	0.1	51	2265	2.97	0.8
CATHOLIC	2055	185459	0.02	0.1	56	4479	3.08	0.8
GEOGRAPHIC REGION:								
NORTHEAST	2585	553057	0.09	0.7	184	44626	2.67	1.1
NORTH CENTRAL	3156	723587	0.05	0.3	227	52590	2.63	1.1
SOUTH	3329	753856	0.05	0.3	232	47914	2.32	1.1
WEST	2010	365603	0.05	0.2	96	21047	2.88	1.0
FOLLOWUP CURRICULUM:								
GENERAL	3426	778497	0.03	0.2	169	39017	2.42	1.1
ACADEMIC	5033	978591	0.06	0.2	372	77002	2.91	1.1
VOCATIONAL	2613	636726	0.09	0.7	197	50130	2.20	1.1
COMMUNITY TYPE:								
URBAN	2384	437681	0.08	0.3	201	41654	2.24	1.1
SUBURBAN	5744	1184767	0.06	0.3	388	91292	2.67	1.1
RURAL	2952	773656	0.05	0.5	150	33230	2.77	1.0
BASE YEAR TEST SCORES:								
LOW	2076	446554	0.03	0.2	105	17018	1.74	0.9
MIDDLE	5099	1121404	0.05	0.3	283	68889	2.47	1.1
HIGH	3222	672418	0.08	0.3	308	70105	2.94	1.1
GRADES:								
MOSTLY A: HALF A AND B	3624	768314	0.07	0.3	300	67627	3.32	0.8
MOSTLY B	2432	521857	0.06	0.3	161	35606	2.45	0.9
HALF B AND C	2854	616658	0.07	0.6	173	41755	1.98	1.0
MOSTLY C OR BELOW	2110	476062	0.04	0.2	102	20514	1.65	1.0

APPENDIX E

APPENDIX E-1

UP TO NOW, HOW MUCH COURSE WORK WILL YOU HAVE TAKEN IN ENGLISH OR LITERATURE?
(0=NONE; 3=MORE THAN 1 YEAR (SOPHOMORES); 7=MORE THAN 3 YEARS (SENIORS))

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	21417	2749651	2.23	0.6	5.84	1.1	0.9	3.6*	4.1
SEX:									
MALE	10454	1365034	2.23	0.6	5.77	1.2	0.9	3.5*	3.7
FEMALE	10963	1384617	2.23	0.6	5.90	1.0	0.8	3.7*	4.5
SES:									
LOW	4796	575775	2.21	0.6	5.71	1.3	1.0	3.5*	3.5
MIDDLE	10319	1371395	2.23	0.6	5.81	1.1	0.9	3.6*	4.0
HIGH	5612	721844	2.24	0.5	5.99	0.9	0.7	3.7*	5.1
RACE:									
WHITE	15682	2160094	2.22	0.6	5.83	1.1	0.9	3.6*	4.2
BLACK	2725	337769	2.23	0.7	5.92	1.2	1.0	3.7*	3.8
ASIAN-AMERICAN	292	31896	2.23	0.6	6.02	1.0	0.9	3.8*	4.4
AMERICAN INDIAN	179	22857	2.31	0.6	5.77	1.3	1.0	3.5*	3.3
MEXICAN-AMERICAN	1522	104803	2.22	0.7	5.53	1.4	1.1	3.3*	3.0
PUERTO RICAN	235	22818	2.22	0.7	6.00	1.2	1.0	3.8*	3.9
OTHER HISPANIC	747	65365	2.23	0.6	5.81	1.3	1.0	3.6*	3.5
SCHOOL TYPE:									
PUBLIC	18552	2478232	2.23	0.6	5.81	1.1	0.9	3.6*	3.9
PRIVATE	665	79035	2.12	0.5	6.07	0.8	0.6	3.9*	6.1
CATHOLIC	2200	192384	2.27	0.6	6.10	0.8	0.7	3.8*	5.6
GEOGRAPHIC REGION:									
NORTHEAST	4739	626255	2.21	0.5	6.08	0.8	0.7	3.9*	5.6
NORTH CENTRAL	6363	815303	2.24	0.6	5.56	1.3	1.0	3.3*	3.2
SOUTH	6618	878154	2.23	0.6	5.97	1.0	0.8	3.7*	4.6
WEST	3697	429939	2.21	0.6	5.74	1.2	0.9	3.5*	3.8
CURRICULUM:									
GENERAL	6986	901141	2.22	0.6	5.76	1.2	0.9	3.5*	3.8
ACADEMIC	8884	1107416	2.24	0.5	6.05	0.8	0.7	3.8*	5.5
VOCATIONAL	5437	727475	2.22	0.6	5.61	1.3	1.0	3.4*	3.3
COMMUNITY TYPE:									
URBAN	4360	516491	2.22	0.6	5.86	1.1	0.9	3.6*	4.0
SUBURBAN	10699	1337608	2.22	0.6	5.88	1.1	0.9	3.7*	4.3
RURAL	6358	895552	2.25	0.6	5.76	1.2	0.9	3.5*	3.8

APPENDIX E-2

UP TO NOW, HOW MUCH COURSE WORK WILL YOU HAVE TAKEN IN HISTORY OR SOCIAL STUDIES?
(0=NONE; 3=MORE THAN 1 YEAR (SOPHOMORES); 7=MORE THAN 3 YEARS (SENIORS))

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	20702	2661873	1.59	1.0	4.59	1.5	1.3	3.0*	2.3
SEX:									
MALE	10093	1318014	1.63	1.0	4.57	1.6	1.3	2.9*	2.2
FEMALE	10609	1343859	1.55	1.0	4.62	1.5	1.3	3.1*	2.4
SES:									
LOW	4670	560619	1.61	1.0	4.48	1.6	1.3	2.9*	2.1
MIDDLE	9951	1325072	1.58	1.0	4.58	1.5	1.3	3.0*	2.3
HIGH	5409	697662	1.59	1.0	4.73	1.5	1.3	3.1*	2.5
RACE:									
WHITE	15190	2093912	1.58	1.0	4.61	1.5	1.3	3.0*	2.3
BLACK	2601	323989	1.68	1.1	4.49	1.7	1.4	2.8*	2.0
ASIAN-AMERICAN	283	31173	1.48	1.1	4.87	1.5	1.3	3.4*	2.6
AMERICAN INDIAN	172	22293	1.66	1.0	4.68	1.7	1.4	3.0*	2.1
MEXICAN-AMERICAN	1481	102537	1.52	1.0	4.38	1.6	1.4	2.9*	2.1
PUERTO RICAN	229	22335	1.85	1.0	4.81	1.5	1.2	3.0*	2.4
OTHER HISPANIC	712	61765	1.61	1.1	4.55	1.6	1.4	2.9*	2.2
SCHOOL TYPE:									
PUBLIC	17937	2397539	1.57	1.0	4.57	1.5	1.3	3.0*	2.3
PRIVATE	634	77292	1.81	0.8	4.84	1.4	1.2	3.0*	2.6
CATHOLIC	2131	187042	1.71	1.0	4.78	1.5	1.3	3.1*	2.4
GEOGRAPHIC REGION:									
NORTHEAST	4597	608742	1.94	0.8	4.98	1.4	1.2	3.0*	2.6
NORTH CENTRAL	6204	795698	1.45	1.1	4.55	1.6	1.3	3.1*	2.3
SOUTH	6327	842666	1.58	1.1	4.35	1.6	1.3	2.8*	2.1
WEST	3574	414767	1.37	1.1	4.61	1.5	1.3	3.2*	2.5
CURRICULUM:									
GENERAL	6758	871549	1.56	1.1	4.54	1.6	1.3	3.0*	2.2
ACADEMIC	8585	1073707	1.62	1.0	4.80	1.4	1.2	3.2*	2.5
VOCATIONAL	5251	703469	1.58	1.0	4.35	1.6	1.3	2.8*	2.1
COMMUNITY TYPE:									
URBAN	4216	498683	1.59	1.0	4.55	1.6	1.3	3.0*	2.2
SUBURBAN	10272	1287226	1.57	1.0	4.63	1.5	1.3	3.1*	2.4
RURAL	6214	875965	1.61	1.0	4.57	1.6	1.3	3.0*	2.2

APPENDIX E-3

UP TO NOW, HOW MUCH COURSE WORK WILL YOU HAVE TAKEN IN MATHEMATICS?
(0=NONE; 3=MORE THAN 1 YEAR (SOPHOMORES); 7=MORE THAN 3 YEARS (SENIORS))

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	21508	2759312	2.04	0.8	4.18	1.9	1.5	2.1*	1.5
SEX:									
MALE	10522	1373429	2.07	0.8	4.33	1.9	1.5	2.3*	1.5
FEMALE	10986	1385883	2.01	0.8	4.03	1.9	1.4	2.0*	1.4
SES:									
LOW	4805	577315	1.97	0.9	3.76	1.9	1.5	1.8*	1.2
MIDDLE	10344	1373179	2.01	0.8	4.03	1.9	1.5	2.0*	1.4
HIGH	5644	725079	2.15	0.7	4.81	1.8	1.3	2.7*	2.0
RACE:									
WHITE	15692	2160516	2.01	0.8	4.14	1.9	1.5	2.1*	1.4
BLACK	2777	344485	2.17	0.8	4.41	1.7	1.3	2.2*	1.7
ASIAN-AMERICAN	292	31896	2.18	0.7	5.10	1.8	1.4	2.9*	2.2
AMERICAN INDIAN	177	22914	2.13	0.8	3.96	1.8	1.4	1.8*	1.3
MEXICAN-AMERICAN	1539	106066	2.07	0.8	3.86	1.8	1.4	1.8*	1.3
PUERTO RICAN	241	23729	2.18	0.7	4.54	1.6	1.2	2.4*	1.9
OTHER HISPANIC	756	65842	2.08	0.8	4.18	1.8	1.4	2.1*	1.5
SCHOOL TYPE:									
PUBLIC	18620	2486789	2.02	0.8	4.09	1.9	1.5	2.1*	1.4
PRIVATE	669	79274	2.06	0.6	4.81	1.8	1.4	2.7*	2.0
CATHOLIC	2219	193249	2.26	0.6	5.04	1.6	1.2	2.8*	2.3
GEOGRAPHIC REGION:									
NORTHEAST	4760	627297	2.13	0.7	4.72	1.8	1.4	2.6*	1.9
NORTH CENTRAL	6367	815917	1.93	0.9	3.82	2.0	1.6	1.9*	1.2
SOUTH	6665	884806	2.11	0.7	4.20	1.8	1.4	2.1*	1.5
WEST	3716	431292	1.97	0.8	4.00	1.8	1.4	2.0*	1.4
CURRICULUM:									
GENERAL	7018	903562	1.94	0.9	3.68	1.8	1.4	1.7*	1.2
ACADEMIC	8918	1111428	2.19	0.6	5.10	1.6	1.2	2.9*	2.4
VOCATIONAL	5456	730147	1.94	0.9	3.41	1.8	1.4	1.5*	1.0
COMMUNITY TYPE:									
URBAN	4389	519749	2.09	0.8	4.35	1.8	1.4	2.3*	1.6
SUBURBAN	10765	1344496	2.05	0.8	4.31	1.9	1.4	2.3*	1.6
RURAL	6354	895068	1.99	0.9	3.87	1.9	1.5	1.9*	1.3

APPENDIX E-4

UP TO NOW, HOW MUCH COURSE WORK WILL YOU HAVE TAKEN IN SCIENCE?
(0=NONE; 3=MORE THAN 1 YEAR (SOPHOMORES); 7=MORE THAN 3 YEARS (SENIORS))

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS		POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
			MEAN	S.D.	MEAN	S.D.			
TOTAL	20313	2608223	1.81	0.9	3.47	2.0	1.5	1.7*	1.1
SEX:									
MALE	9901	1292825	1.84	0.9	3.62	2.0	1.5	1.8*	1.1
FEMALE	10412	1315398	1.77	0.9	3.33	1.9	1.5	1.6*	1.0
SES:									
LOW	4493	538159	1.70	1.0	2.97	1.8	1.5	1.3*	0.9
MIDDLE	9779	1301556	1.80	0.9	3.35	1.9	1.5	1.6*	1.0
HIGH	5392	693235	1.93	0.8	4.15	1.9	1.5	2.2*	1.5
RACE:									
WHITE	14919	2055937	1.81	0.9	3.50	2.0	1.5	1.7*	1.1
BLACK	2536	313844	1.80	1.0	3.39	1.8	1.5	1.6*	1.1
ASIAN-AMERICAN	283	30892	1.82	0.9	4.45	1.8	1.4	2.6*	1.8
AMERICAN INDIAN	168	21857	1.82	1.0	3.38	1.8	1.5	1.6*	1.1
MEXICAN-AMERICAN	1442	99194	1.68	1.0	3.00	1.7	1.4	1.3*	1.0
PUERTO RICAN	221	20912	1.95	0.9	3.80	1.9	1.5	1.8*	1.3
OTHER HISPANIC	712	61870	1.76	0.9	3.34	1.8	1.4	1.6*	1.1
SCHOOL TYPE:									
PUBLIC	17548	2345855	1.78	0.9	3.40	2.0	1.5	1.6*	1.1
PRIVATE	633	75713	2.02	0.7	4.15	1.8	1.4	2.1*	1.5
CATHOLIC	2132	186656	2.03	0.7	4.15	1.8	1.4	2.1*	1.5
GEOGRAPHIC REGION:									
NORTHEAST	4499	593658	1.97	0.8	4.03	2.0	1.5	2.1*	1.3
NORTH CENTRAL	6060	777012	1.69	1.0	3.20	2.0	1.6	1.5*	0.9
SOUTH	6251	829202	1.88	0.9	3.40	1.8	1.4	1.5*	1.1
WEST	3503	408351	1.65	0.9	3.33	1.8	1.4	1.7*	1.2
CURRICULUM:									
GENERAL	6596	850858	1.73	0.9	2.98	1.8	1.4	1.3*	0.9
ACADEMIC	8549	1066464	1.98	0.8	4.45	1.8	1.4	2.5*	1.8
VOCATIONAL	5067	678518	1.63	1.0	2.56	1.7	1.4	0.9*	0.7
COMMUNITY TYPE:									
URBAN	4120	486455	1.76	0.9	3.53	1.9	1.5	1.8*	1.2
SUBURBAN	10152	1270317	1.79	0.9	3.55	2.0	1.5	1.8*	1.1
RURAL	6041	851451	1.86	0.9	3.34	1.9	1.5	1.5*	1.0

APPENDIX E-5

UP TO NOW, HOW MUCH COURSE WORK WILL YOU HAVE TAKEN IN SPANISH?
(0=NONE; 3=MORE THAN 1 YEAR (SOPHOMORES); 7=MORE THAN 3 YEARS (SENIORS))

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS		POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
			MEAN	S.D.	MEAN	S.D.			
TOTAL	18605	2378425	0.54	1.0	0.96	1.7	1.4	0.4*	0.3
SEX:									
MALE	8920	1155771	0.48	0.9	0.83	1.6	1.3	0.3*	0.3
FEMALE	9685	1222654	0.58	1.0	1.08	1.8	1.4	0.5*	0.3
SES:									
LOW	4211	501130	0.39	0.8	0.68	1.4	1.2	0.3*	0.3
MIDDLE	9020	1193480	0.50	0.9	0.89	1.6	1.3	0.4*	0.3
HIGH	4791	616186	0.72	1.1	1.33	1.9	1.6	0.6*	0.4
RACE:									
WHITE	13574	1867837	0.51	0.9	0.91	1.7	1.4	0.4*	0.3
BLACK	2327	287260	0.54	1.0	0.94	1.6	1.3	0.4*	0.3
ASIAN-AMERICAN	261	28622	0.89	1.1	1.68	2.1	1.7	0.8*	0.5
AMERICAN INDIAN	145	18580	0.27	0.7	0.48	1.1	0.9	0.2	0.2
MEXICAN-AMERICAN	1398	95797	0.68	1.0	1.34	1.8	1.4	0.7*	0.5
PUERTO RICAN	201	19700	1.14	1.2	2.00	2.2	1.8	0.9*	0.5
OTHER HISPANIC	670	57465	0.69	1.1	1.29	1.9	1.6	0.6*	0.4
SCHOOL TYPE:									
PUBLIC	16101	2141277	0.49	0.9	0.88	1.6	1.3	0.4*	0.3
PRIVATE	522	64567	0.49	0.9	1.10	2.0	1.5	0.6*	0.4
CATHOLIC	1982	172581	1.10	1.2	1.88	2.1	1.7	0.8*	0.5
GEOGRAPHIC REGION:									
NORTHEAST	4007	528329	0.81	1.1	1.38	2.0	1.6	0.6*	0.4
NORTH CENTRAL	5679	730733	0.44	0.9	0.74	1.5	1.2	0.3*	0.2
SOUTH	5647	746694	0.38	0.8	0.74	1.5	1.2	0.4*	0.3
WEST	3272	372669	0.64	1.0	1.23	1.8	1.5	0.6*	0.4
CURRICULUM:									
GENERAL	6061	777272	0.38	0.8	0.67	1.4	1.1	0.3*	0.3
ACADEMIC	7737	962126	0.80	1.1	1.52	2.0	1.6	0.7*	0.4
VOCATIONAL	4719	628306	0.32	0.8	0.46	1.1	1.0	0.1*	0.1
COMMUNITY TYPE:									
URBAN	3789	444813	0.62	1.0	1.12	1.8	1.4	0.5*	0.3
SUBURBAN	9248	1152390	0.62	1.0	1.09	1.8	1.4	0.5*	0.3
RURAL	5568	781223	0.37	0.8	0.67	1.4	1.2	0.3*	0.3

APPENDIX E-6

UP TO NOW, HOW MUCH COURSE WORK WILL YOU HAVE TAKEN IN FRENCH?
(0=NONE; 3=MORE THAN 1 YEAR (SOPHOMORES); 7=MORE THAN 3 YEARS (SENIORS))

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS		POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
			MEAN	S.D.	MEAN	S.D.			
TOTAL	18487	2366476	0.32	0.8	0.61	1.5	1.2	0.3*	0.2
SEX:									
MALE	8853	1148960	0.25	0.7	0.45	1.3	1.0	0.2*	0.2
FEMALE	9634	1217516	0.38	0.8	0.75	1.6	1.3	0.4*	0.3
SES:									
LOW	4187	501473	0.18	0.6	0.33	1.0	0.8	0.2*	0.2
MIDDLE	8943	1186405	0.26	0.7	0.51	1.3	1.1	0.2*	0.2
HIGH	4792	613595	0.55	1.0	1.06	1.9	1.5	0.5*	0.3
RACE:									
WHITE	13557	1862333	0.34	0.8	0.65	1.5	1.2	0.3*	0.3
BLACK	2299	285406	0.23	0.7	0.46	1.2	1.0	0.2*	0.2
ASIAN-AMERICAN	264	28518	0.54	1.0	1.14	2.0	1.5	0.6*	0.4
AMERICAN INDIAN	143	18286	0.10	0.4	0.32	1.2	0.9	0.2	0.2
MEXICAN-AMERICAN	1351	93390	0.13	0.5	0.23	0.9	0.7	0.1*	0.1
PUERTO RICAN	188	18217	0.27	0.7	0.48	1.2	1.0	0.2	0.2
OTHER HISPANIC	656	57106	0.18	0.6	0.35	1.1	0.9	0.2*	0.2
SCHOOL TYPE:									
PUBLIC	16025	2135394	0.28	0.7	0.53	1.4	1.1	0.3*	0.2
PRIVATE	571	65330	0.72	1.0	1.56	2.3	1.8	0.8*	0.5
CATHOLIC	1891	165751	0.65	1.0	1.15	1.9	1.6	0.5*	0.3
GEOGRAPHIC REGION:									
NORTHEAST	3948	516075	0.56	1.0	1.01	1.8	1.5	0.5*	0.3
NORTH CENTRAL	5672	729777	0.23	0.7	0.42	1.2	1.0	0.2*	0.2
SOUTH	5636	747460	0.27	0.7	0.54	1.3	1.1	0.3*	0.3
WEST	3231	373163	0.24	0.7	0.55	1.4	1.1	0.3*	0.3
CURRICULUM:									
GENERAL	6028	776112	0.16	0.6	0.32	1.0	0.8	0.2*	0.2
ACADEMIC	7676	952823	0.56	1.0	1.10	1.9	1.5	0.5*	0.4
VOCATIONAL	4691	626415	0.14	0.5	0.22	0.8	0.7	0.1*	0.1
COMMUNITY TYPE:									
URBAN	3746	441252	0.30	0.8	0.59	1.4	1.1	0.3*	0.3
SUBURBAN	9169	1144580	0.37	0.8	0.71	1.6	1.3	0.3*	0.3
RURAL	5572	780644	0.24	0.7	0.46	1.3	1.0	0.2*	0.2

APPENDIX E-7

UP TO NOW, HOW MUCH COURSE WORK WILL YOU HAVE TAKEN IN GERMAN?
(0=NONE; 3=MORE THAN 1 YEAR (SOPHOMORES); 7=MORE THAN 3 YEARS (SENIORS))

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS		POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
			MEAN	S.D.	MEAN	S.D.			
TOTAL	17906	2300787	0.11	0.5	0.18	0.9	0.7	0.1*	0.1
SEX:									
MALE	8625	1124739	0.12	0.5	0.20	0.9	0.7	0.1*	0.1
FEMALE	9281	1176048	0.10	0.5	0.17	0.8	0.7	0.1*	0.1
SES:									
LOW	4129	495175	0.05	0.3	0.07	0.5	0.4	0.0	0.1
MIDDLE	8721	1159072	0.10	0.5	0.16	0.8	0.6	0.1*	0.1
HIGH	4494	581192	0.19	0.6	0.35	1.2	1.0	0.2*	0.2
RACE:									
WHITE	13145	1812392	0.12	0.5	0.21	0.9	0.7	0.1*	0.1
BLACK	2211	275084	0.07	0.4	0.08	0.5	0.5	0.0	0.0
ASIAN-AMERICAN	249	27264	0.11	0.5	0.30	1.2	0.9	0.2	0.2
AMERICAN INDIAN	142	18389	0.04	0.3	0.10	0.6	0.5	0.1	0.1
MEXICAN-AMERICAN	1322	91292	0.03	0.2	0.02	0.3	0.3	-0.0	-0.0
PUERTO RICAN	180	17493	0.04	0.3	0.01	0.2	0.3	-0.0	-0.1
OTHER HISPANIC	630	56031	0.06	0.4	0.05	0.5	0.5	-0.0	-0.0
SCHOOL TYPE:									
PUBLIC	15618	2081765	0.10	0.5	0.18	0.8	0.7	0.1*	0.1
PRIVATE	486	60496	0.22	0.7	0.40	1.4	1.1	0.2	0.2
CATHOLIC	1802	158526	0.14	0.5	0.19	0.9	0.7	0.1	0.1
GEOGRAPHIC REGION:									
NORTHEAST	3723	489320	0.11	0.5	0.18	0.9	0.7	0.1*	0.1
NORTH CENTRAL	5580	721488	0.12	0.5	0.20	0.9	0.7	0.1*	0.1
SOUTH	5455	726739	0.07	0.4	0.12	0.7	0.6	0.0*	0.1
WEST	3148	363240	0.15	0.6	0.29	1.1	0.9	0.1*	0.2
CURRICULUM:									
GENERAL	5932	764245	0.07	0.4	0.11	0.6	0.5	0.0*	0.1
ACADEMIC	7230	903006	0.17	0.6	0.33	1.2	0.9	0.2*	0.2
VOCATIONAL	4653	622452	0.06	0.4	0.07	0.5	0.4	0.0	0.0
COMMUNITY TYPE:									
URBAN	3609	425920	0.12	0.5	0.18	0.8	0.7	0.1*	0.1
SUBURBAN	8828	1108554	0.14	0.5	0.24	1.0	0.8	0.1*	0.1
RURAL	5469	766312	0.06	0.4	0.11	0.7	0.5	0.0*	0.1

APPENDIX E- 8

UP TO NOW, HOW MUCH COURSE WORK WILL YOU HAVE TAKEN IN BUSINESS, OFFICE, OR SALES?
(0=NONE; 3=MORE THAN 1 YEAR (SOPHOMORES); 7=MORE THAN 3 YEARS (SENIORS))

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	19374	2480754	0.65	0.9	2.14	2.2	1.7	1.5*	0.9
SEX:									
MALE	9134	1186090	0.41	0.8	1.32	1.7	1.3	0.9*	0.7
FEMALE	10240	1294664	0.87	1.0	2.90	2.3	1.8	2.0*	1.1
SES:									
LOW	4384	523718	0.67	1.0	2.22	2.3	1.7	1.6*	0.9
MIDDLE	9391	1242683	0.71	1.0	2.30	2.2	1.7	1.6*	0.9
HIGH	5001	645181	0.53	0.9	1.81	2.0	1.5	1.3*	0.8
RACE:									
WHITE	14195	1953266	0.67	1.0	2.21	2.2	1.7	1.5*	0.9
BLACK	2410	296814	0.58	0.9	1.99	2.1	1.6	1.4*	0.9
ASIAN-AMERICAN	271	29706	0.42	0.8	1.41	1.8	1.4	1.0*	0.7
AMERICAN INDIAN	151	19687	0.68	1.0	1.86	2.2	1.7	1.2*	0.7
MEXICAN-AMERICAN	1423	97478	0.50	0.9	1.86	2.1	1.6	1.4*	0.9
PUERTO RICAN	207	20092	0.44	0.8	1.57	1.9	1.5	1.1*	0.8
OTHER HISPANIC	686	60276	0.59	1.0	1.99	2.1	1.7	1.4*	0.8
SCHOOL TYPE:									
PUBLIC	16821	2238736	0.68	1.0	2.17	2.2	1.7	1.5*	0.9
PRIVATE	534	65266	0.43	0.8	1.37	1.9	1.4	0.9*	0.7
CATHOLIC	2019	176752	0.34	0.7	2.05	1.9	1.5	1.7*	1.2
GEOGRAPHIC REGION:									
NORTHEAST	4114	540707	0.61	1.0	2.02	2.2	1.7	1.4*	0.8
NORTH CENTRAL	5981	768409	0.75	1.0	2.40	2.2	1.7	1.7*	1.0
SOUTH	5879	778992	0.62	0.9	2.05	2.2	1.7	1.4*	0.9
WEST	3400	392645	0.57	0.9	1.99	2.1	1.6	1.4*	0.9
CURRICULUM:									
GENERAL	6342	816476	0.65	0.9	2.10	2.1	1.6	1.5*	0.9
ACADEMIC	7976	991633	0.52	0.9	1.78	1.9	1.5	1.3*	0.8
VOCATIONAL	4958	660904	0.84	1.0	2.74	2.5	1.9	1.9*	1.0
COMMUNITY TYPE:									
URBAN	3944	463539	0.56	0.9	2.00	2.2	1.7	1.4*	0.9
SUBURBAN	9612	1200447	0.63	0.9	2.09	2.2	1.7	1.5*	0.9
RURAL	5818	816768	0.73	1.0	2.30	2.2	1.7	1.6*	0.9

APPENDIX E-9

UP TO NOW, HOW MUCH COURSE WORK WILL YOU HAVE TAKEN IN TECHNICAL COURSES?
(0=NONE; 3=MORE THAN 1 YEAR (SOPHOMORES); 7=MORE THAN 3 YEARS (SENIORS))

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS		POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
			MEAN	S.D.	MEAN	S.D.			
TOTAL	18633	2385912	0.25	0.7	0.70	1.6	1.2	0.4*	0.4
SEX:									
MALE	9015	1169968	0.40	0.8	1.12	1.9	1.5	0.7*	0.5
FEMALE	9618	1215944	0.10	0.4	0.29	1.0	0.8	0.2*	0.2
SES:									
LOW	4205	503339	0.24	0.7	0.65	1.5	1.2	0.4*	0.4
MIDDLE	9031	1194716	0.26	0.7	0.74	1.6	1.2	0.5*	0.4
HIGH	4817	620174	0.24	0.7	0.65	1.5	1.2	0.4*	0.4
RACE:									
WHITE	13651	1877247	0.24	0.7	0.70	1.6	1.2	0.5*	0.4
BLACK	2309	284941	0.29	0.7	0.69	1.5	1.2	0.4*	0.3
ASIAN-AMERICAN	262	28733	0.34	0.8	0.77	1.7	1.3	0.4*	0.3
AMERICAN INDIAN	143	18675	0.38	0.8	0.85	1.7	1.3	0.5	0.4
MEXICAN-AMERICAN	1374	94533	0.21	0.6	0.62	1.4	1.1	0.4*	0.4
PUERTO RICAN	196	19662	0.29	0.8	0.44	1.1	1.0	0.2	0.2
OTHER HISPANIC	667	58789	0.32	0.8	0.92	1.8	1.4	0.6*	0.4
SCHOOL TYPE:									
PUBLIC	16168	2153055	0.27	0.7	0.74	1.6	1.2	0.5*	0.4
PRIVATE	525	62004	0.12	0.4	0.37	1.0	0.8	0.3*	0.3
CATHOLIC	1940	170852	0.10	0.5	0.32	1.0	0.8	0.2*	0.3
GEOGRAPHIC REGION:									
NORTHEAST	3957	519052	0.27	0.7	0.72	1.6	1.3	0.5*	0.4
NORTH CENTRAL	5783	744381	0.28	0.7	0.77	1.6	1.2	0.5*	0.4
SOUTH	5641	748414	0.19	0.6	0.54	1.4	1.1	0.4*	0.3
WEST	3252	374065	0.29	0.7	0.83	1.6	1.3	0.5*	0.4
CURRICULUM:									
GENERAL	6101	784110	0.25	0.7	0.65	1.5	1.1	0.4*	0.4
ACADEMIC	7726	961438	0.20	0.6	0.52	1.3	1.0	0.3*	0.3
VOCATIONAL	4715	629455	0.33	0.8	1.04	1.9	1.5	0.7*	0.5
COMMUNITY TYPE:									
URBAN	3810	449149	0.29	0.7	0.66	1.5	1.2	0.4*	0.3
SUBURBAN	9253	1156716	0.25	0.7	0.71	1.6	1.2	0.5*	0.4
RURAL	5570	780047	0.23	0.7	0.70	1.6	1.2	0.5*	0.4

APPENDIX E-10

UP TO NOW, HOW MUCH COURSE WORK WILL YOU HAVE TAKEN IN TRADE AND INDUSTRY? (0=NONE; 3=MORE THAN 1 YEAR (SOPHOMORES); 7=MORE THAN 3 YEARS (SENIORS))

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS		POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
			MEAN	S.D.	MEAN	S.D.			
TOTAL	18868	2418572	0.32	0.8	0.99	1.9	1.5	0.7*	0.5
SEX:									
MALE	9160	1193475	0.56	1.0	1.70	2.3	1.8	1.1*	0.6
FEMALE	9708	1225096	0.09	0.4	0.30	1.0	0.8	0.2*	0.3
SES:									
LOW	4283	511952	0.34	0.8	1.07	2.0	1.5	0.7*	0.5
MIDDLE	9156	1212707	0.35	0.8	1.09	2.0	1.5	0.7*	0.5
HIGH	4836	624184	0.24	0.7	0.71	1.6	1.3	0.5*	0.4
RACE:									
WHITE	13797	1900009	0.33	0.8	1.01	1.9	1.5	0.7*	0.5
BLACK	2359	292763	0.32	0.8	0.95	1.9	1.4	0.6*	0.4
ASIAN-AMERICAN	264	29140	0.21	0.6	0.60	1.4	1.1	0.4*	0.4
AMERICAN INDIAN	149	18916	0.49	0.9	1.21	2.0	1.5	0.7*	0.5
MEXICAN-AMERICAN	1400	95762	0.28	0.7	0.95	1.8	1.4	0.7*	0.5
PUERTO RICAN	197	19212	0.22	0.6	0.65	1.6	1.3	0.4*	0.3
OTHER HISPANIC	670	59277	0.33	0.8	0.93	1.8	1.4	0.6*	0.4
SCHOOL TYPE:									
PUBLIC	16405	2187416	0.35	0.8	1.07	2.0	1.5	0.7*	0.5
PRIVATE	521	61731	0.10	0.4	0.41	1.2	0.9	0.3*	0.3
CATHOLIC	1942	169425	0.05	0.3	0.22	0.8	0.6	0.2*	0.3
GEOGRAPHIC REGION:									
NORTHEAST	3994	525115	0.34	0.8	0.99	2.0	1.5	0.6*	0.4
NORTH CENTRAL	5864	755173	0.40	0.8	1.13	2.0	1.6	0.7*	0.5
SOUTH	5707	756731	0.24	0.7	0.80	1.7	1.3	0.6*	0.4
WEST	3303	381554	0.32	0.8	1.10	2.0	1.5	0.8*	0.5
CURRICULUM:									
GENERAL	6224	801095	0.36	0.8	1.09	1.9	1.5	0.7*	0.5
ACADEMIC	7736	963038	0.17	0.6	0.48	1.3	1.0	0.3*	0.3
VOCATIONAL	4813	642746	0.49	0.9	1.65	2.4	1.8	1.2*	0.6
COMMUNITY TYPE:									
URBAN	3852	455720	0.32	0.8	0.95	1.9	1.5	0.6*	0.4
SUBURBAN	9322	1166997	0.31	0.8	0.94	1.9	1.4	0.6*	0.4
RURAL	5694	795855	0.34	0.8	1.10	2.0	1.5	0.8*	0.5

APPENDIX E-11

UP TO NOW, HOW MUCH COURSE WORK WILL YOU HAVE TAKEN IN OTHER VOCATIONAL COURSES?
(0=NONE; 3=MORE THAN 1 YEAR (SOPHOMORES); 7=MORE THAN 3 YEARS (SENIORS))

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS		POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
			MEAN	S.D.	MEAN	S.D.			
TOTAL	19121	2450188	0.59	1.0	1.24	2.0	1.6	0.6*	0.4
SEX:									
MALE	9201	1197818	0.67	1.0	1.34	2.1	1.7	0.7*	0.4
FEMALE	9920	1252370	0.52	0.9	1.15	1.9	1.5	0.6*	0.4
SES:									
LOW	4344	519984	0.65	1.0	1.47	2.1	1.7	0.8*	0.5
MIDDLE	9268	1227344	0.61	1.0	1.30	2.1	1.6	0.7*	0.4
HIGH	4909	632960	0.52	0.9	0.94	1.8	1.4	0.4*	0.3
RACE:									
WHITE	13979	1924024	0.58	1.0	1.21	2.0	1.6	0.6*	0.4
BLACK	2419	299991	0.66	1.0	1.37	2.0	1.6	0.7*	0.4
ASIAN-AMERICAN	263	28612	0.62	1.0	0.94	1.7	1.4	0.3	0.2
AMERICAN INDIAN	153	20385	0.76	1.1	1.35	1.9	1.5	0.6*	0.4
MEXICAN-AMERICAN	1397	94819	0.59	1.0	1.35	2.0	1.6	0.8*	0.5
PUERTO RICAN	202	20010	0.48	0.9	1.04	1.9	1.5	0.6*	0.4
OTHER HISPANIC	676	58878	0.70	1.0	1.45	2.2	1.7	0.8*	0.4
SCHOOL TYPE:									
PUBLIC	16588	2210577	0.61	1.0	1.29	2.0	1.6	0.7*	0.4
PRIVATE	551	65554	0.51	0.9	0.97	1.8	1.4	0.5*	0.3
CATHOLIC	1982	174057	0.46	0.9	0.77	1.7	1.4	0.3*	0.2
GEOGRAPHIC REGION:									
NORTHEAST	3994	524469	0.43	0.9	0.87	1.8	1.4	0.4*	0.3
NORTH CENTRAL	5893	757558	0.61	1.0	1.27	2.0	1.6	0.7*	0.4
SOUTH	5921	786760	0.65	1.0	1.40	2.1	1.6	0.7*	0.5
WEST	3313	381401	0.67	1.0	1.36	2.0	1.6	0.7*	0.4
CURRICULUM:									
GENERAL	6250	805347	0.65	1.0	1.33	2.0	1.6	0.7*	0.4
ACADEMIC	7875	979662	0.46	0.9	0.81	1.7	1.4	0.4*	0.3
VOCATIONAL	4903	653740	0.73	1.1	1.77	2.3	1.8	1.0*	0.6
COMMUNITY TYPE:									
URBAN	3899	460340	0.54	0.9	1.11	1.9	1.5	0.6*	0.4
SUBURBAN	9456	1181827	0.56	1.0	1.13	1.9	1.5	0.6*	0.4
RURAL	5766	808021	0.67	1.0	1.47	2.2	1.7	0.8*	0.5

APPENDIX E-12

HAVE YOU TAKEN FIRST-YEAR ALGEBRA?
(PERCENT YES)

1982 SENIORS

	SAMPLE N	WEIGHTED N	PERCENT
TOTAL	23561	2721213	78.2
SEX:			
MALE	11616	1355050	76.2
FEMALE	11945	1366164	80.3
SES:			
LOW	4837	520356	62.1
MIDDLE	10392	1237134	80.1
HIGH	5636	649839	92.7
RACE:			
WHITE	16962	2118242	81.0
BLACK	3091	334641	67.3
ASIAN-AMERICAN	330	33713	92.9
AMERICAN INDIAN	208	23748	63.9
MEXICAN-AMERICAN	1707	105645	64.0
PUERTO RICAN	299	26275	72.5
OTHER HISPANIC	872	68926	70.3
SCHOOL TYPE:			
PUBLIC	20483	2445521	76.4
PRIVATE	756	81124	91.3
CATHOLIC	2322	194568	96.2
GEOGRAPHIC REGION:			
NORTHEAST	5492	657914	82.1
NORTH CENTRAL	6857	792170	79.5
SOUTH	7080	839854	72.6
WEST	4132	431275	81.3
CURRICULUM:			
GENERAL	7743	895381	70.5
ACADEMIC	9547	1074930	95.1
VOCATIONAL	6133	735735	63.5
COMMUNITY TYPE:			
URBAN	5022	530836	78.1
SUBURBAN	11735	1329638	81.4
RURAL	6804	860739	73.5

APPENDIX E-13

HAVE YOU TAKEN GEOMETRY?
(PERCENT YES)

1982 SENIORS

	SAMPLE N	WEIGHTED N	PERCENT
TOTAL	23241	2681188	55.4
SEX:			
MALE	11432	1330029	55.4
FEMALE	11809	1351159	55.5
SES:			
LOW	4766	512803	33.7
MIDDLE	10251	1218662	54.3
HIGH	5594	644599	80.1
RACE:			
WHITE	16755	2089308	59.5
BLACK	3033	328645	40.2
ASIAN-AMERICAN	327	33300	79.6
AMERICAN INDIAN	208	23701	33.1
MEXICAN-AMERICAN	1673	103071	32.4
PUERTO RICAN	293	25263	36.1
OTHER HISPANIC	861	67918	43.8
SCHOOL TYPE:			
PUBLIC	20184	2407814	52.0
PRIVATE	753	80284	80.3
CATHOLIC	2304	193090	88.0
GEOGRAPHIC REGION:			
NORTHEAST	5426	649906	64.8
NORTH CENTRAL	6770	781622	57.4
SOUTH	6985	827124	46.5
WEST	4060	422535	54.8
CURRICULUM:			
GENERAL	7616	879162	39.1
ACADEMIC	9482	1067146	86.0
VOCATIONAL	6006	719814	30.6
COMMUNITY TYPE:			
URBAN	4947	522916	55.3
SUBURBAN	11598	1312524	61.3
RURAL	6696	845748	46.4

HAVE YOU TAKEN BIOLOGY?
(PERCENT YES)

1982 SENIORS

	SAMPLE N	WEIGHTED N	PERCENT
TOTAL	23359	2697297	79.3
SEX:			
MALE	11488	1339837	76.6
FEMALE	11871	1357459	81.8
SES:			
LOW	4807	516801	71.9
MIDDLE	10298	1225084	79.3
HIGH	5589	644648	88.6
RACE:			
WHITE	16794	2097717	79.8
BLACK	3086	334232	78.8
ASIAN-AMERICAN	327	33308	83.0
AMERICAN INDIAN	206	23571	75.6
MEXICAN-AMERICAN	1697	104669	70.7
PUERTO RICAN	294	25589	79.8
OTHER HISPANIC	865	68145	77.9
SCHOOL TYPE:			
PUBLIC	20305	2422969	77.6
PRIVATE	750	81225	94.3
CATHOLIC	2304	193103	94.3
GEOGRAPHIC REGION:			
NORTHEAST	5462	655176	82.5
NORTH CENTRAL	6778	782743	75.2
SOUTH	7049	835505	82.6
WEST	4070	423874	75.1
CURRICULUM:			
GENERAL	7669	885982	73.9
ACADEMIC	9482	1068846	92.4
VOCATIONAL	6069	727217	66.6
COMMUNITY TYPE:			
URBAN	4997	528486	80.0
SUBURBAN	11603	1313921	79.3
RURAL	6759	854890	78.8

APPENDIX E-15

HAVE YOU TAKEN CHEMISTRY?
(PERCENT YES)

1982 SENIORS

	SAMPLE N	WEIGHTED N	PERCENT
TOTAL	22925	2647338	37.9
SEX:			
MALE	11244	1309753	39.1
FEMALE	11681	1337584	36.7
SES:			
LOW	4707	506616	22.0
MIDDLE	10118	1203928	35.1
HIGH	5512	636558	59.0
RACE:			
WHITE	16527	2063367	40.2
BLACK	2992	324085	29.2
ASIAN-AMERICAN	327	33257	67.3
AMERICAN INDIAN	204	23253	24.8
MEXICAN-AMERICAN	1658	102350	21.6
PUERTO RICAN	288	24853	36.0
OTHER HISPANIC	841	66446	26.7
SCHOOL TYPE:			
PUBLIC	19940	2378780	35.9
PRIVATE	722	77760	51.9
CATHOLIC	2263	190798	57.3
GEOGRAPHIC REGION:			
NORTHEAST	5352	641616	50.5
NORTH CENTRAL	6687	772484	35.6
SOUTH	6887	816524	33.4
WEST	3999	416714	31.5
CURRICULUM:			
GENERAL	7505	867105	22.2
ACADEMIC	9341	1052726	67.4
VOCATIONAL	5946	712919	13.9
COMMUNITY TYPE:			
URBAN	4887	515792	36.3
SUBURBAN	11418	1294687	40.7
RURAL	6620	836859	34.5

HAVE YOU TAKEN PHYSICS?
(PERCENT YES)

1982 SENIORS

	SAMPLE N	WEIGHTED N	PERCENT
TOTAL	22608	2610601	20.9
SEX:			
MALE	11106	1292877	26.0
FEMALE	11502	1317723	16.0
SES:			
LOW	4681	504318	14.2
MIDDLE	9985	1188751	17.9
HIGH	5372	619307	33.1
RACE:			
WHITE	16269	2030171	21.1
BLACK	2973	322519	19.7
ASIAN-AMERICAN	321	32694	47.3
AMERICAN INDIAN	203	23220	16.7
MEXICAN-AMERICAN	1642	101677	14.9
PUERTO RICAN	283	24537	30.9
OTHER HISPANIC	831	66173	15.6
SCHOOL TYPE:			
PUBLIC	19695	2349495	20.1
PRIVATE	717	76377	30.2
CATHOLIC	2196	184728	27.4
GEOGRAPHIC REGION:			
NORTHEAST	5257	630439	29.5
NORTH CENTRAL	6606	762299	19.9
SOUTH	6800	807113	16.7
WEST	3945	410750	18.1
CURRICULUM:			
GENERAL	7450	860783	10.1
ACADEMIC	9089	1023209	37.1
VOCATIONAL	5933	711650	10.9
COMMUNITY TYPE:			
URBAN	4829	511621	23.3
SUBURBAN	11244	1273527	22.1
RURAL	6535	825453	17.7

APPENDIX E-17

HAVE YOU BEEN IN A COMPUTER PROGRAMMING COURSE OR PROGRAM IN HIGH SCHOOL? (PERCENT YES)

1982 SENIORS

	SAMPLE N	WEIGHTED N	PERCENT
TOTAL	23624	2729412	18.8
SEX:			
MALE	11657	1360634	19.3
FEMALE	11967	1368778	18.3
SES:			
LOW	4866	522510	14.4
MIDDLE	10405	1239900	18.4
HIGH	5634	651205	23.7
RACE:			
WHITE	16975	2121892	19.3
BLACK	3111	337315	17.7
ASIAN-AMERICAN	343	35402	26.0
AMERICAN INDIAN	211	24334	13.0
MEXICAN-AMERICAN	1726	106073	13.0
PUERTO RICAN	299	25984	19.9
OTHER HISPANIC	871	68964	16.5
SCHOOL TYPE:			
PUBLIC	20564	2455612	18.7
PRIVATE	748	80033	15.4
CATHOLIC	2312	193767	21.9
GEOGRAPHIC REGION:			
NORTHEAST	5467	655192	23.4
NORTH CENTRAL	6871	794114	21.1
SOUTH	7100	843899	13.4
WEST	4186	436207	18.0
CURRICULUM:			
GENERAL	7793	901500	13.7
ACADEMIC	9533	1073843	24.6
VOCATIONAL	6156	738525	16.6
COMMUNITY TYPE:			
URBAN	5046	534521	18.9
SUBURBAN	11779	1336503	20.9
RURAL	6799	858388	15.4

APPENDIX E-18

IN GRADES 10-12, DID YOU HAVE A COURSE IN ENGLISH DESIGNED FOR STUDENTS FROM NON-ENGLISH SPEAKING BACKGROUNDS?
(PERCENT YES, BASED ON ALL STUDENTS WITH FIRST LANGUAGE OTHER THAN ENGLISH)

1982 SENIORS

	SAMPLE N	WEIGHTED N	PERCENT
TOTAL	1890	127391	14.1
SEX:			
MALE	919	65893	14.2
FEMALE	971	61497	14.0
SES:			
LOW	843	51361	14.4
MIDDLE	496	36972	10.7
HIGH	219	16084	5.7
RACE:			
WHITE	329	34266	10.8
BLACK	41	3482	30.4
ASIAN-AMERICAN	183	18387	15.0
AMERICAN INDIAN	41	4028	20.5
MEXICAN-AMERICAN	748	35264	12.1
PUERTO RICAN	165	13487	15.7
OTHER HISPANIC	362	16989	16.3
SCHOOL TYPE:			
PUBLIC	1548	114210	15.5
PRIVATE	34	2718	7.2
CATHOLIC	308	10462	0.8
GEOGRAPHIC REGION:			
NORTHEAST	441	37573	15.5
NORTH CENTRAL	177	18871	12.3
SOUTH	706	33083	11.0
WEST	566	37864	16.3
CURRICULUM:			
GENERAL	678	42269	17.7
ACADEMIC	671	47137	8.6
VOCATIONAL	515	36378	15.9
COMMUNITY TYPE:			
URBAN	671	49709	17.1
SUBURBAN	910	56394	11.0
RURAL	309	21288	15.3

APPENDIX E-19

IN GRADES 10-12, DID YOU HAVE A COURSE IN READING AND WRITING IN YOUR FIRST LANGUAGE?
(PERCENT YES, BASED ON ALL STUDENTS WITH FIRST LANGUAGE OTHER THAN ENGLISH)

1982 SENIORS

	SAMPLE N	WEIGHTED N	PERCENT
TOTAL	1887	127232	28.8
SEX:			
MALE	918	65971	28.3
FEMALE	969	61261	29.4
SES:			
LOW	844	51238	28.6
MIDDLE	497	37004	24.3
HIGH	216	15900	25.2
RACE:			
WHITE	325	33722	24.0
BLACK	43	3708	45.1
ASIAN-AMERICAN	183	18458	17.4
AMERICAN INDIAN	42	4061	28.4
MEXICAN-AMERICAN	745	35142	30.6
PUERTO RICAN	167	13769	41.5
OTHER HISPANIC	362	16944	31.9
SCHOOL TYPE:			
PUBLIC	1544	114033	29.1
PRIVATE	34	2718	23.8
CATHOLIC	309	10481	27.2
GEOGRAPHIC REGION:			
NORTHEAST	444	37851	30.0
NORTH CENTRAL	176	18709	28.9
SOUTH	700	32889	25.1
WEST	567	37783	30.8
CURRICULUM:			
GENERAL	673	41663	28.9
ACADEMIC	672	47329	26.0
VOCATIONAL	515	36510	32.1
COMMUNITY TYPE:			
URBAN	671	49655	28.6
SUBURBAN	908	56192	26.5
RURAL	308	21385	35.4

IN GRADES 10-12, DID YOU HAVE A COURSE IN OTHER SUBJECTS, SUCH AS MATH OR SCIENCE, TAUGHT IN YOUR FIRST LANGUAGE?
(PERCENT YES, BASED ON ALL STUDENTS WITH FIRST LANGUAGE OTHER THAN ENGLISH)

1982 SENIORS

	SAMPLE N	WEIGHTED N	PERCENT
TOTAL	1878	126501	15.5
SEX:			
MALE	914	65591	16.4
FEMALE	964	60909	14.5
SES:			
LOW	842	51284	14.1
MIDDLE	496	36967	14.2
HIGH	217	15938	8.3
RACE:			
WHITE	326	33850	13.4
BLACK	40	3400	34.7
ASIAN-AMERICAN	181	18216	12.6
AMERICAN INDIAN	41	4028	27.9
MEXICAN-AMERICAN	744	35104	13.1
PUERTO RICAN	166	13722	18.0
OTHER HISPANIC	359	16618	14.3
SCHOOL TYPE:			
PUBLIC	1535	113302	16.8
PRIVATE	34	2718	14.4
CATHOLIC	309	10481	1.7
GEOGRAPHIC REGION:			
NORTHEAST	440	37496	16.2
NORTH CENTRAL	174	18492	15.9
SOUTH	701	32918	13.3
WEST	563	37596	16.5
CURRICULUM:			
GENERAL	668	41547	15.6
ACADEMIC	670	47026	9.6
VOCATIONAL	514	36317	21.7
COMMUNITY TYPE:			
URBAN	666	49264	16.7
SUBURBAN	905	55981	13.4
RURAL	307	21256	18.1

APPENDIX E- 21

IN GRADES 10-12, DID YOU HAVE A COURSE IN THE HISTORY AND CULTURE OF YOUR ANCESTORS' COUNTRY OF ORIGIN?
(PERCENT YES, BASED ON ALL STUDENTS WITH FIRST LANGUAGE OTHER THAN ENGLISH)

	1982 SENIORS		
	SAMPLE N	WEIGHTED N	PERCENT
TOTAL	1879	127039	30.3
SEX:			
MALE	917	66098	29.6
FEMALE	962	60942	31.0
SES:			
LOW	840	51455	33.5
MIDDLE	497	37112	26.8
HIGH	216	15922	17.2
RACE:			
WHITE	327	33978	23.7
BLACK	42	3605	37.4
ASIAN-AMERICAN	182	18359	19.2
AMERICAN INDIAN	41	4028	63.7
MEXICAN-AMERICAN	740	35046	38.5
PUERTO RICAN	167	13769	33.0
OTHER HISPANIC	359	16692	23.8
SCHOOL TYPE:			
PUBLIC	1537	113857	30.8
PRIVATE	34	2718	20.9
CATHOLIC	308	10464	26.6
GEOGRAPHIC REGION:			
NORTHEAST	442	37614	27.1
NORTH CENTRAL	176	18754	32.2
SOUTH	697	32951	29.4
WEST	564	37720	33.3
CURRICULUM:			
GENERAL	671	41970	33.6
ACADEMIC	668	46976	22.3
VOCATIONAL	513	36363	36.1
COMMUNITY TYPE:			
URBAN	667	49514	30.5
SUBURBAN	906	56145	27.3
RURAL	306	21380	37.7

APPENDIX E-22

THIS YEAR HOW OFTEN HAVE YOU WORKED WITH A GROUP ON A PROJECT WITH LITTLE ADULT SUPERVISION?
(0=NEVER; 3=OFTEN)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	23298	2690912	1.30	1.0
SEX:				
MALE	11464	1338392	1.23	1.0
FEMALE	11834	1352521	1.37	1.0
SES:				
LOW	4783	514741	1.19	1.0
MIDDLE	10302	1226489	1.28	1.0
HIGH	5568	641128	1.47	1.0
RACE:				
WHITE	16811	2098650	1.31	1.0
BLACK	3049	330936	1.35	1.0
ASIAN-AMERICAN	322	32746	1.28	1.0
AMERICAN INDIAN	200	22702	1.32	1.0
MEXICAN-AMERICAN	1673	103401	1.21	1.0
PUERTO RICAN	295	25394	1.12	1.0
OTHER HISPANIC	861	67760	1.28	1.0
SCHOOL TYPE:				
PUBLIC	20238	2418044	1.29	1.0
PRIVATE	751	79689	1.53	1.0
CATHOLIC	2309	193179	1.36	1.0
GEOGRAPHIC REGION:				
NORTHEAST	5469	654597	1.22	1.0
NORTH CENTRAL	6796	784770	1.30	1.0
SOUTH	6991	830441	1.33	1.0
WEST	4042	421104	1.38	1.1
CURRICULUM:				
GENERAL	7660	886644	1.15	1.0
ACADEMIC	9434	1060279	1.47	1.0
VOCATIONAL	6054	727530	1.26	1.0
COMMUNITY TYPE:				
URBAN	4914	521245	1.28	1.0
SUBURBAN	11624	1315666	1.29	1.0
RURAL	6760	854001	1.34	1.0

APPENDIX E-23

THIS YEAR HOW OFTEN HAVE YOU HELPED PLAN FOR A LARGE SOCIAL EVENT?
(0=NEVER; 3=OFTEN)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	23338	2696293	0.92	1.0
SEX:				
MALE	11487	1340816	0.78	0.9
FEMALE	11851	1355477	1.05	1.0
SES:				
LOW	4789	515119	0.76	0.9
MIDDLE	10322	1229579	0.91	1.0
HIGH	5584	643345	1.08	1.0
RACE:				
WHITE	16842	2103158	0.90	1.0
BLACK	3050	330571	1.01	1.0
ASIAN-AMERICAN	324	32997	1.04	1.0
AMERICAN INDIAN	202	23201	0.92	1.0
MEXICAN-AMERICAN	1672	103720	0.83	1.0
PUERTO RICAN	292	24968	0.74	0.9
OTHER HISPANIC	869	68449	0.93	1.0
SCHOOL TYPE:				
PUBLIC	20276	2422581	0.90	1.0
PRIVATE	752	80282	1.11	1.0
CATHOLIC	2310	193430	1.02	1.0
GEOGRAPHIC REGION:				
NORTHEAST	5466	655097	0.93	1.0
NORTH CENTRAL	6814	787287	0.86	0.9
SOUTH	7004	831333	0.91	1.0
WEST	4054	422577	1.01	1.0
CURRICULUM:				
GENERAL	7680	889322	0.81	0.9
ACADEMIC	9448	1062434	1.08	1.0
VOCATIONAL	6060	727904	0.81	0.9
COMMUNITY TYPE:				
URBAN	4924	521879	0.94	1.0
SUBURBAN	11651	1319216	0.93	1.0
RURAL	6763	855198	0.89	1.0

APPENDIX E-24

THIS YEAR HOW OFTEN HAVE YOU EXPLAINED OR DEFENDED A POSITION ON AN ISSUE OF SOME IMPORTANCE BEFORE A GROUP?
(0=NEVER; 3=OFTEN)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	23282	2691270	0.79	1.0
SEX:				
MALE	11446	1337188	0.79	1.0
FEMALE	11836	1354081	0.79	1.0
SES:				
LOW	4781	514302	0.60	0.9
MIDDLE	10304	1228050	0.77	1.0
HIGH	5567	641541	1.01	1.1
RACE:				
WHITE	16816	2100086	0.80	1.0
BLACK	3037	329632	0.82	1.0
ASIAN-AMERICAN	321	32809	0.80	1.0
AMERICAN INDIAN	200	22849	0.78	1.0
MEXICAN-AMERICAN	1663	103325	0.63	0.9
PUERTO RICAN	296	25402	0.71	0.9
OTHER HISPANIC	863	67988	0.76	1.0
SCHOOL TYPE:				
PUBLIC	20224	2417871	0.77	1.0
PRIVATE	752	80256	1.07	1.1
CATHOLIC	2306	193143	0.91	1.0
GEOGRAPHIC REGION:				
NORTHEAST	5460	654643	0.78	1.0
NORTH CENTRAL	6806	786182	0.78	1.0
SOUTH	6979	828813	0.74	1.0
WEST	4037	421631	0.93	1.0
CURRICULUM:				
GENERAL	7652	886768	0.67	0.9
ACADEMIC	9440	1061951	0.99	1.0
VOCATIONAL	6040	726083	0.65	0.9
COMMUNITY TYPE:				
URBAN	4910	521037	0.80	1.0
SUBURBAN	11626	1316794	0.81	1.0
RURAL	6746	853439	0.75	1.0

APPENDIX E-25

THIS YEAR HOW OFTEN HAVE YOU HEADED GROUP PROBLEM-SOLVING DISCUSSIONS?
(0=NEVER; 3=OFTEN)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	23250	2687208	0.53	0.9
SEX:				
MALE	11426	1334445	0.50	0.9
FEMALE	11824	1352764	0.56	0.9
SES:				
LOW	4769	513507	0.45	0.8
MIDDLE	10296	1226788	0.50	0.9
HIGH	5565	640790	0.64	1.0
RACE:				
WHITE	16805	2098125	0.49	0.9
BLACK	3034	328688	0.74	1.0
ASIAN-AMERICAN	322	32798	0.64	1.0
AMERICAN INDIAN	200	23001	0.49	0.9
MEXICAN-AMERICAN	1650	102443	0.59	0.9
PUERTO RICAN	292	25020	0.53	0.8
OTHER HISPANIC	862	68190	0.62	0.9
SCHOOL TYPE:				
PUBLIC	20186	2413050	0.52	0.9
PRIVATE	752	80337	0.61	1.0
CATHOLIC	2312	193821	0.56	0.9
GEOGRAPHIC REGION:				
NORTHEAST	5460	654119	0.46	0.8
NORTH CENTRAL	6798	785214	0.51	0.9
SOUTH	6969	828137	0.54	0.9
WEST	4023	419738	0.65	1.0
CURRICULUM:				
GENERAL	7648	885571	0.44	0.8
ACADEMIC	9427	1060731	0.63	1.0
VOCATIONAL	6025	724405	0.50	0.9
COMMUNITY TYPE:				
URBAN	4899	519143	0.59	0.9
SUBURBAN	11621	1316467	0.54	0.9
RURAL	6730	851598	0.48	0.8

APPENDIX E-26

THIS YEAR HOW OFTEN HAVE YOU CHAIRED A MEETING?
(0=NEVER; 3=OFTEN)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	23283	2691169	0.46	0.9
SEX:				
MALE	11443	1336846	0.41	0.9
FEMALE	11840	1354323	0.51	1.0
SES:				
LOW	4780	514561	0.37	0.8
MIDDLE	10310	1228048	0.44	0.9
HIGH	5567	641715	0.59	1.0
RACE:				
WHITE	16821	2100369	0.44	0.9
BLACK	3043	330103	0.56	0.9
ASIAN-AMERICAN	323	32871	0.56	1.0
AMERICAN INDIAN	200	22849	0.34	0.8
MEXICAN-AMERICAN	1656	102653	0.48	0.9
PUERTO RICAN	292	25109	0.42	0.8
OTHER HISPANIC	862	68136	0.42	0.9
SCHOOL TYPE:				
PUBLIC	20222	2417377	0.46	0.9
PRIVATE	750	80123	0.49	0.9
CATHOLIC	2311	193669	0.42	0.9
GEOGRAPHIC REGION:				
NORTHEAST	5460	654157	0.37	0.8
NORTH CENTRAL	6803	785723	0.42	0.9
SOUTH	6985	830262	0.52	1.0
WEST	4035	421027	0.54	1.0
CURRICULUM:				
GENERAL	7661	887343	0.35	0.8
ACADEMIC	9427	1060498	0.59	1.0
VOCATIONAL	6045	726831	0.39	0.8
COMMUNITY TYPE:				
URBAN	4705	520133	0.46	0.9
SUBURBAN	11625	1316615	0.44	0.9
RURAL	6753	854421	0.49	0.9

APPENDIX E-27

HAVE YOU PARTICIPATED IN ATHLETIC TEAMS EITHER IN OR OUT OF SCHOOL THIS YEAR?
(PERCENT PARTICIPATED ACTIVELY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	21057	2700527	57.2	52.8	-4.3*
SEX:					
MALE	10243	1336464	66.7	63.1	-3.7*
FEMALE	10814	1364063	47.8	42.7	-5.0*
SES:					
LOW	4688	565012	46.1	44.2	-1.9
MIDDLE	10170	1350006	57.4	52.1	-5.4*
HIGH	5529	707922	66.7	62.1	-4.6*
RACE:					
WHITE	15442	2124719	57.6	52.4	-5.2*
BLACK	2673	330287	57.8	55.7	-2.2
ASIAN-AMERICAN	263	30409	48.9	50.0	1.1
AMERICAN INDIAN	177	22420	60.1	61.7	1.5
MEXICAN-AMERICAN	1463	100935	52.4	52.3	-0.0
PUERTO RICAN	236	23196	44.0	46.9	2.9
OTHER HISPANIC	750	65144	55.0	51.3	-3.7
SCHOOL TYPE:					
PUBLIC	18187	2430091	56.2	51.8	-4.3*
PRIVATE	662	78282	72.9	69.4	-3.5
CATHOLIC	2208	192154	63.3	58.4	-4.9*
GEOGRAPHIC REGION:					
NORTHEAST	4705	619349	56.7	53.2	-3.5*
NORTH CENTRAL	6273	804245	60.0	55.1	-5.0*
SOUTH	6498	862645	53.9	49.3	-4.6*
WEST	3581	414288	59.1	55.1	-4.0*
CURRICULUM:					
GENERAL	6853	882783	55.7	50.4	-5.3*
ACADEMIC	8764	1090463	64.3	61.8	-2.5*
VOCATIONAL	5326	713083	47.9	42.0	-6.0*
COMMUNITY TYPE:					
URBAN	4264	585342	51.5	50.5	-1.0
SUBURBAN	10497	1307516	58.5	53.1	-5.4*
RURAL	6296	887669	58.4	53.7	-4.7*

HAVE YOU PARTICIPATED IN CHEERLEADERS, PEP CLUB, MAJORETTES EITHER IN OR OUT OF SCHOOL THIS YEAR?
(PERCENT PARTICIPATED ACTIVELY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	20395	2614437	15.0	14.7	-0.3
SEX:					
MALE	9718	1267522	3.1	4.4	1.4*
FEMALE	10677	1346916	26.2	24.4	-1.8*
SES:					
LOW	4571	551850	13.4	12.4	-1.0
MIDDLE	9858	1306662	15.9	15.9	-0.0
HIGH	5346	683212	15.0	14.9	-0.2
RACE:					
WHITE	15031	2066692	15.0	14.5	-0.5
BLACK	2529	311348	17.0	17.9	0.8
ASIAN-AMERICAN	277	29602	5.9	8.7	2.8
AMERICAN INDIAN	168	21538	12.8	14.9	2.1
MEXICAN-AMERICAN	1403	96904	13.4	14.2	0.7
PUERTO RICAN	230	22376	8.5	7.4	-1.1
OTHER HISPANIC	723	62382	15.3	14.0	-1.2
SCHOOL TYPE:					
PUBLIC	17596	2350940	14.9	14.7	-0.2
PRIVATE	643	75802	15.2	11.6	-3.6
CATHOLIC	2156	187696	15.9	15.8	-0.1
GEOGRAPHIC REGION:					
NORTHEAST	4550	598810	11.9	11.6	-0.3
NORTH CENTRAL	6123	783828	17.0	16.5	-0.5
SOUTH	6251	829019	15.7	15.7	-0.0
WEST	3471	402781	14.1	13.8	-0.3
CURRICULUM:					
GENERAL	6619	853166	13.8	13.7	-0.2
ACADEMIC	8502	1055251	16.5	16.8	0.3
VOCATIONAL	5173	693244	14.2	12.8	-1.3
COMMUNITY TYPE:					
URBAN	4113	487348	13.6	13.1	-0.5
SUBURBAN	10164	1264478	13.2	12.7	-0.5
RURAL	6118	862612	18.5	18.6	0.1

APPENDIX E-29

HAVE YOU PARTICIPATED IN DEBATING OR DRAMA EITHER IN OR OUT OF SCHOOL THIS YEAR?
(PERCENT PARTICIPATED ACTIVELY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	20322	2603094	10.8	13.6	2.8*
SEX:					
MALE	9743	1269168	7.9	11.5	3.5*
FEMALE	10579	1333926	13.5	15.7	2.1*
SES:					
LOW	4545	547238	7.2	10.2	2.9*
MIDDLE	9816	1300770	9.7	12.3	2.6*
HIGH	5340	682499	16.0	19.5	3.5*
RACE:					
WHITE	14985	2059906	11.2	13.8	2.6*
BLACK	2512	308721	10.6	14.3	3.6*
ASIAN-AMERICAN	276	29491	8.2	14.2	6.0
AMERICAN INDIAN	164	20947	8.6	10.8	2.2
MEXICAN-AMERICAN	1407	96544	5.8	8.8	3.0*
PUERTO RICAN	225	22075	8.6	11.1	2.5
OTHER HISPANIC	719	61813	8.7	13.8	5.0*
SCHOOL TYPE:					
PUBLIC	17524	2339573	10.3	13.0	2.8*
PRIVATE	645	75873	20.8	28.5	7.6*
CATHOLIC	2153	187647	13.3	14.9	1.6
GEOGRAPHIC REGION:					
NORTHEAST	4529	596635	10.4	13.0	2.6*
NORTH CENTRAL	6100	781051	11.5	13.3	1.8*
SOUTH	6226	824283	10.1	13.9	3.8*
WEST	3467	401125	11.4	14.6	3.1*
CURRICULUM:					
GENERAL	6591	848222	8.8	12.2	3.4*
ACADEMIC	8489	1053671	14.9	18.5	3.5*
VOCATIONAL	5142	688495	7.0	8.1	1.0
COMMUNITY TYPE:					
URBAN	4100	485917	10.7	12.4	1.6
SUBURBAN	10140	1260345	10.9	12.9	1.9*
RURAL	6082	856832	10.7	15.5	4.8*

APPENDIX E- 30

HAVE YOU PARTICIPATED IN BAND OR ORCHESTRA EITHER IN OR OUT OF SCHOOL THIS YEAR? (PERCENT PARTICIPATED ACTIVELY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	20308	2602994	17.2	14.8	-2.4*
SEX:					
MALE	9757	1271559	15.3	13.2	-2.1*
FEMALE	10551	1331435	19.1	16.3	-2.8*
SES:					
LOW	4545	547182	11.7	10.3	-1.4
MIDDLE	9824	1303109	17.9	15.7	-2.2*
HIGH	5322	680951	21.0	17.3	-3.7*
RACE:					
WHITE	14960	2057827	17.4	14.8	-2.6*
BLACK	2516	309874	17.6	16.3	-1.3
ASIAN-AMERICAN	273	29050	14.0	13.6	-0.5
AMERICAN INDIAN	167	21219	17.5	13.2	-4.3
MEXICAN-AMERICAN	1418	97764	13.9	11.9	-2.0
PUERTO RICAN	227	22297	14.4	10.7	-3.7
OTHER HISPANIC	713	61366	18.7	14.1	-4.6
SCHOOL TYPE:					
PUBLIC	17533	2341314	18.0	15.5	-2.5*
PRIVATE	639	75877	12.4	9.6	-2.7
CATHOLIC	2136	185803	10.0	8.6	-1.3
GEOGRAPHIC REGION:					
NORTHEAST	4514	595650	15.6	13.0	-2.6*
NORTH CENTRAL	6102	781417	20.5	17.1	-3.4*
SOUTH	6231	824707	16.3	14.8	-1.5
WEST	3461	401220	15.3	13.0	-2.3*
CURRICULUM:					
GENERAL	6602	849770	16.3	14.0	-2.3*
ACADEMIC	8462	1051584	21.0	18.4	-2.6*
VOCATIONAL	5141	688587	12.6	10.3	-2.3*
COMMUNITY TYPE:					
URBAN	4105	486483	14.4	12.9	-1.6
SUBURBAN	10122	1259525	16.1	13.7	-2.5*
RURAL	6081	856986	20.5	17.6	-2.9*

HAVE YOU PARTICIPATED IN CHORUS OR DANCE EITHER IN OR OUT OF SCHOOL THIS YEAR?
(PERCENT PARTICIPATED ACTIVELY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	19800	2538617	22.9	19.8	-3.1*
SEX:					
MALE	9476	1235389	11.4	10.7	-0.8
FEMALE	10324	1303228	33.8	28.4	-5.4*
SES:					
LOW	4428	534809	22.8	18.4	-4.4*
MIDDLE	9562	1268191	22.2	19.4	-2.8*
HIGH	5209	665172	24.3	21.5	-2.9*
RACE:					
WHITE	14615	2009519	21.8	18.8	-3.0*
BLACK	2440	300203	31.4	28.0	-3.4
ASIAN-AMERICAN	268	28267	21.5	16.3	-5.2
AMERICAN INDIAN	161	20826	18.0	16.2	-1.8
MEXICAN-AMERICAN	1358	93181	20.0	15.5	-4.5*
PUERTO RICAN	222	21726	23.3	21.5	-1.8
OTHER HISPANIC	703	61314	24.6	19.9	-4.7
SCHOOL TYPE:					
PUBLIC	17076	2282497	22.7	19.6	-3.1*
PRIVATE	638	74412	30.3	29.1	-1.3
CATHOLIC	2086	181708	22.4	18.3	-4.1*
GEOGRAPHIC REGION:					
NORTHEAST	4413	581999	22.2	18.8	-3.5*
NORTH CENTRAL	5950	761758	24.8	21.0	-3.8*
SOUTH	6058	801839	22.5	19.6	-2.9*
WEST	3379	392970	21.1	19.2	-1.9
CURRICULUM:					
GENERAL	6438	829596	22.0	19.3	-2.7*
ACADEMIC	8261	1025474	24.9	22.7	-2.3*
VOCATIONAL	5004	671023	20.9	16.0	-4.9*
COMMUNITY TYPE:					
URBAN	3986	472995	23.1	19.9	-3.2*
SUBURBAN	9893	1231180	21.9	19.0	-2.9*
RURAL	5921	834442	24.3	20.8	-3.5*

APPENDIX E-32

HAVE YOU PARTICIPATED IN HOBBY CLUBS EITHER IN OR OUT OF SCHOOL THIS YEAR? (PERCENT PARTICIPATED ACTIVELY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	20420	2617033	20.7	19.4	-1.3*
SEX:					
MALE	9806	1278036	24.3	22.7	-1.6*
FEMALE	10614	1338998	17.2	16.2	-1.0
SES:					
LOW	4572	551203	19.1	17.4	-1.8
MIDDLE	9870	1308037	21.3	20.0	-1.3
HIGH	5348	684146	20.7	19.9	-0.8
RACE:					
WHITE	15043	2068640	20.5	19.2	-1.3*
BLACK	2534	311779	20.0	18.5	-1.5
ASIAN-AMERICAN	273	29302	26.5	24.8	-1.7
AMERICAN INDIAN	172	22048	22.9	21.1	-1.8
MEXICAN-AMERICAN	1410	96795	23.0	22.5	-0.5
PUERTO RICAN	228	22510	14.8	14.9	0.0
OTHER HISPANIC	726	62363	25.4	24.0	-1.4
SCHOOL TYPE:					
PUBLIC	17632	2354664	20.6	19.4	-1.3*
PRIVATE	647	75905	23.1	17.3	-5.8
CATHOLIC	2141	186464	20.3	20.4	0.0
GEOGRAPHIC REGION:					
NORTHEAST	4540	597523	19.9	20.1	0.3
NORTH CENTRAL	6115	783271	20.2	18.0	-2.2*
SOUTH	6281	832361	20.0	17.9	-2.2*
WEST	3484	403879	24.1	24.0	-0.1
CURRICULUM:					
GENERAL	6642	855525	21.3	19.5	-1.7
ACADEMIC	8487	1053359	19.4	18.9	-0.5
VOCATIONAL	5190	695309	21.9	19.9	-1.9
COMMUNITY TYPE:					
URBAN	4111	486692	21.0	19.5	-1.4
SUBURBAN	10168	1264832	20.6	19.8	-0.8
RURAL	6141	865510	20.7	18.7	-2.0*

HAVE YOU PARTICIPATED IN SCHOOL SUBJECT-MATTER CLUBS EITHER IN OR OUT OF SCHOOL THIS YEAR?
(PERCENT PARTICIPATED ACTIVELY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	20437	2616685	26.9	20.9	-6.0*
SEX:					
MALE	9777	1273689	23.6	16.0	-7.5*
FEMALE	10660	1342996	30.1	25.5	-4.6*
SES:					
LOW	4580	551990	26.2	19.8	-6.4*
MIDDLE	9875	1307159	27.1	20.9	-6.2*
HIGH	5356	684000	27.1	22.4	-4.7*
RACE:					
WHITE	15042	2067669	26.2	19.9	-6.4*
BLACK	2543	312601	28.9	25.4	-3.5*
ASIAN-AMERICAN	277	29600	31.0	29.3	-1.7
AMERICAN INDIAN	169	21684	35.0	19.7	-15.3*
MEXICAN-AMERICAN	1421	97252	28.7	21.6	-7.1*
PUERTO RICAN	227	22271	26.7	17.5	-9.2
OTHER HISPANIC	724	62011	31.8	28.7	-3.1
SCHOOL TYPE:					
PUBLIC	17628	2352259	26.8	21.1	-5.7*
PRIVATE	649	76276	28.3	15.5	-12.8*
CATHOLIC	2160	188149	27.7	20.6	-7.1*
GEOGRAPHIC REGION:					
NORTHEAST	4537	597519	21.1	17.2	-3.9*
NORTH CENTRAL	6125	783790	26.4	18.2	-8.2*
SOUTH	6293	832187	31.0	26.4	-4.6*
WEST	3482	403189	28.2	20.3	-7.9*
CURRICULUM:					
GENERAL	6641	854860	25.6	16.8	-8.8*
ACADEMIC	8536	1058590	29.8	25.9	-3.9*
VOCATIONAL	5159	690546	24.1	18.2	-5.9*
COMMUNITY TYPE:					
URBAN	4121	487192	25.6	21.1	-4.4*
SUBURBAN	10188	1266200	25.2	19.7	-5.5*
RURAL	6128	863292	30.1	22.5	-7.7*

APPENDIX E-34

HAVE YOU PARTICIPATED IN VOCATIONAL EDUCATION CLUBS EITHER IN OR OUT OF SCHOOL THIS YEAR? (PERCENT PARTICIPATED ACTIVELY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	20431	2619250	14.3	24.3	10.0*
SEX:					
MALE	9793	1277871	11.7	20.7	9.0*
FEMALE	10638	1341378	16.9	27.8	10.9*
SES:					
LOW	4595	554773	19.0	33.0	14.0*
MIDDLE	9877	1308966	15.5	26.0	10.5*
HIGH	5336	682668	8.1	14.0	5.8*
RACE:					
WHITE	15042	2069181	13.8	23.0	9.2*
BLACK	2541	313401	18.2	33.6	15.4*
ASIAN-AMERICAN	279	29940	5.4	9.2	3.9
AMERICAN INDIAN	168	21621	22.6	32.0	9.4
MEXICAN-AMERICAN	1417	97204	15.6	29.3	13.7*
PUERTO RICAN	227	22248	7.1	12.3	5.2
OTHER HISPANIC	724	62204	15.8	25.4	9.5*
SCHOOL TYPE:					
PUBLIC	17638	2356366	15.5	26.4	11.0*
PRIVATE	645	75899	7.6	9.5	2.0
CATHOLIC	2148	186985	3.0	4.1	1.2
GEOGRAPHIC REGION:					
NORTHEAST	4529	596076	7.3	11.3	3.9*
NORTH CENTRAL	6115	783242	12.2	20.6	8.4*
SOUTH	6304	835966	23.5	40.8	17.4*
WEST	3483	403966	9.9	16.7	6.8*
CURRICULUM:					
GENERAL	6640	855683	16.3	23.7	7.4*
ACADEMIC	8498	1054827	8.5	13.1	4.6*
VOCATIONAL	5190	695762	20.6	42.0	21.4*
COMMUNITY TYPE:					
URBAN	4108	486595	8.5	19.9	11.4*
SUBURBAN	10183	1266993	10.7	19.5	8.8*
RURAL	6140	865661	23.0	33.9	10.9*

APPENDIX E-35

HAVE YOU PARTICIPATED IN YOUTH ORGANIZATIONS IN THE COMMUNITY OR JUNIOR ACHIEVEMENT EITHER IN OR OUT OF SCHOOL THIS YEAR?
(PERCENT PARTICIPATED ACTIVELY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	20539	2632197	24.7	20.8	-3.9*
SEX:					
MALE	9844	1284185	24.7	20.8	-3.9*
FEMALE	10695	1348012	24.6	20.8	-3.9*
SES:					
LOW	4602	554706	19.1	17.5	-1.7
MIDDLE	9922	1314601	25.1	20.8	-4.3*
HIGH	5387	689844	28.8	23.7	-5.0*
RACE:					
WHITE	15117	2079071	24.4	19.7	-4.7*
BLACK	2559	315248	28.7	28.5	-0.2
ASIAN-AMERICAN	277	29631	22.8	17.0	-5.7
AMERICAN INDIAN	170	21657	23.6	19.3	-4.3
MEXICAN-AMERICAN	1425	98072	19.6	20.9	1.4
PUERTO RICAN	230	22352	14.4	21.7	7.3
OTHER HISPANIC	728	62716	24.5	17.2	-7.3*
SCHOOL TYPE:					
PUBLIC	17720	2367412	24.4	20.9	-3.5*
PRIVATE	648	76082	21.2	13.6	-7.6*
CATHOLIC	2171	188703	29.9	22.6	-7.2*
GEOGRAPHIC REGION:					
NORTHEAST	4574	601707	24.4	21.1	-3.2*
NORTH CENTRAL	6151	787536	26.8	21.1	-5.6*
SOUTH	6319	837444	22.8	19.8	-3.0*
WEST	3495	405511	24.8	21.6	-3.2*
CURRICULUM:					
GENERAL	6661	857539	22.7	17.3	-5.4*
ACADEMIC	8580	1065514	28.5	24.9	-3.6*
VOCATIONAL	5195	696254	21.2	19.0	-2.2*
COMMUNITY TYPE:					
URBAN	4156	492494	27.5	24.1	-3.3*
SUBURBAN	10233	1272470	24.0	19.9	-4.1*
RURAL	6150	867233	24.0	20.1	-3.9*

APPENDIX E-36

HAVE YOU PARTICIPATED IN CHURCH ACTIVITIES, INCLUDING YOUTH GROUPS, EITHER IN OR OUT OF SCHOOL THIS YEAR?
(PERCENT PARTICIPATED ACTIVELY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	20475	2626171	41.0	37.6	-3.4*
SEX:					
MALE	9790	1277498	34.9	33.1	-1.8*
FEMALE	10685	1348673	46.8	42.0	-4.8*
SES:					
LOW	4592	554369	36.6	33.6	-3.1*
MIDDLE	9884	1310739	41.3	38.4	-3.0*
HIGH	5380	688670	44.6	39.9	-4.7*
RACE:					
WHITE	15086	2075748	41.0	36.4	-4.6*
BLACK	2542	313654	46.5	47.9	1.4
ASIAN-AMERICAN	276	29490	32.5	34.8	2.2
AMERICAN INDIAN	169	21349	35.7	31.5	-4.2
MEXICAN-AMERICAN	1414	97425	33.8	37.1	3.3
PUERTO RICAN	230	22577	33.7	28.3	-5.4
OTHER HISPANIC	725	62478	33.7	33.3	-0.5
SCHOOL TYPE:					
PUBLIC	17670	2361390	41.3	38.0	-3.3*
PRIVATE	653	77152	49.0	44.1	-4.9
CATHOLIC	2152	187628	34.1	29.8	-4.4*
GEOGRAPHIC REGION:					
NORTHEAST	4552	600686	32.5	27.9	-4.6*
NORTH CENTRAL	6131	785597	40.4	36.6	-3.8*
SOUTH	6311	836095	49.2	45.7	-3.5*
WEST	3481	403792	38.1	37.6	-0.5
CURRICULUM:					
GENERAL	6644	856265	39.2	34.7	-4.5*
ACADEMIC	8553	1063935	45.9	43.1	-2.8*
VOCATIONAL	5177	693285	35.9	32.9	-3.0*
COMMUNITY TYPE:					
URBAN	4132	490031	39.3	36.7	-2.6
SUBURBAN	10194	1268322	37.8	34.3	-3.5*
RURAL	6149	867818	46.6	43.1	-3.6*

APPENDIX E-37

OF THE MONEY THAT YOU EARN, HOW MUCH DO YOU USUALLY USE TO BUY OR DO THINGS--TO GO OUT ON DATES, BUY CLOTHES, ETC.?
(0=NONE; 3=MOST)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	17983	2112452	1.78	0.8
SEX:				
MALE	8986	1062864	1.76	0.8
FEMALE	8997	1049588	1.79	0.8
SES:				
LOW	3395	367376	1.78	0.8
MIDDLE	8202	989581	1.77	0.8
HIGH	4442	522509	1.78	0.8
RACE:				
WHITE	13708	1718521	1.75	0.8
BLACK	1870	205063	1.93	0.8
ASIAN-AMERICAN	216	22927	1.70	0.9
AMERICAN INDIAN	135	15876	1.77	0.8
MEXICAN-AMERICAN	1188	75661	1.82	0.8
PUERTO RICAN	191	16341	1.99	0.8
OTHER HISPANIC	620	51923	1.89	0.8
SCHOOL TYPE:				
PUBLIC	15744	1897888	1.77	0.8
PRIVATE	494	58995	1.82	0.8
CATHOLIC	1745	155569	1.83	0.8
GEOGRAPHIC REGION:				
NORTHEAST	4222	521053	1.80	0.8
NORTH CENTRAL	5462	638676	1.76	0.8
SOUTH	5141	614164	1.82	0.8
WEST	3158	338558	1.70	0.8
CURRICULUM:				
GENERAL	5824	682712	1.80	0.8
ACADEMIC	7279	837497	1.77	0.8
VOCATIONAL	4767	579816	1.75	0.8
COMMUNITY TYPE:				
URBAN	3516	381201	1.83	0.8
SUBURBAN	9319	1075286	1.78	0.8
RURAL	5148	655965	1.74	0.8

APPENDIX E-38

OF THE MONEY THAT YOU EARN, HOW MUCH DO YOU USUALLY USE FOR CAR EXPENSES, CAR LOANS, TO BUY GASOLINE?
(0=NONE; 3=MOST)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	17803	2093213	1.19	1.0
SEX:				
MALE	8930	1056808	1.42	1.0
FEMALE	8873	1036405	0.94	1.0
SES:				
LOW	3353	363523	1.14	1.1
MIDDLE	8147	983636	1.25	1.0
HIGH	4392	517201	1.10	0.9
RACE:				
WHITE	13604	1706137	1.24	1.0
BLACK	1828	200217	0.80	1.0
ASIAN-AMERICAN	214	22630	0.92	1.0
AMERICAN INDIAN	135	15931	1.22	1.0
MEXICAN-AMERICAN	1176	75135	1.26	1.1
PUERTO RICAN	184	15926	0.69	1.0
OTHER HISPANIC	608	51376	1.19	1.0
SCHOOL TYPE:				
PUBLIC	15602	1881331	1.21	1.0
PRIVATE	483	58232	0.90	0.9
CATHOLIC	1718	153650	0.99	0.9
GEOGRAPHIC REGION:				
NORTHEAST	4168	515575	0.96	1.0
NORTH CENTRAL	5415	633822	1.22	1.0
SOUTH	5089	608424	1.31	1.0
WEST	3131	335392	1.25	1.0
CURRICULUM:				
GENERAL	5781	678054	1.28	1.0
ACADEMIC	7200	829455	1.01	0.9
VOCATIONAL	4713	573913	1.33	1.1
COMMUNITY TYPE:				
URBAN	3468	376539	0.98	1.0
SUBURBAN	9217	1064639	1.20	1.0
RURAL	5118	652034	1.28	1.0

OF THE MONEY THAT YOU EARN, HOW MUCH DO YOU USUALLY SAVE FOR ANOTHER PURPOSE? (0=NONE; 3=MOST)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	15416	1816697	0.85	1.0
SEX:				
MALE	7650	907488	0.81	1.0
FEMALE	7766	909209	0.89	1.1
SES:				
LOW	2923	318400	0.87	1.1
MIDDLE	7044	851701	0.87	1.0
HIGH	3842	453168	0.80	1.0
RACE:				
WHITE	11863	1489976	0.84	1.0
BLACK	1546	168799	0.87	1.1
ASIAN-AMERICAN	180	19184	0.82	1.0
AMERICAN INDIAN	116	14021	1.02	1.1
MEXICAN-AMERICAN	983	62701	0.89	1.0
PUERTO RICAN	165	13953	0.89	1.1
OTHER HISPANIC	516	43004	0.93	1.1
SCHOOL TYPE:				
PUBLIC	13504	1633574	0.85	1.0
PRIVATE	421	51297	0.94	1.1
CATHOLIC	1491	131826	0.81	1.0
GEOGRAPHIC REGION:				
NORTHEAST	3603	445290	0.85	1.0
NORTH CENTRAL	4702	551346	0.84	1.1
SOUTH	4394	526735	0.82	1.0
WEST	2717	293327	0.92	1.0
CURRICULUM:				
GENERAL	4984	585239	0.90	1.1
ACADEMIC	6265	723725	0.71	1.0
VOCATIONAL	4082	498215	1.00	1.1
COMMUNITY TYPE:				
URBAN	2993	324910	0.88	1.1
SUBURBAN	8021	927045	0.84	1.0
RURAL	4402	564742	0.84	1.0

APPENDIX E-40

OF THE MONEY THAT YOU EARN, HOW MUCH DO YOU USUALLY SAVE TO USE FOR COLLEGE OR OTHER TRAINING AFTER HIGH SCHOOL?
(0=NONE; 3=MOST)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	17580	2065988	0.76	1.0
SEX:				
MALE	8757	1036395	0.67	0.9
FEMALE	8823	1029593	0.85	1.0
SES:				
LOW	3321	359668	0.50	0.8
MIDDLE	8021	968574	0.74	1.0
HIGH	4371	514865	1.02	1.0
RACE:				
WHITE	13416	1682087	0.78	1.0
BLACK	1825	199870	0.69	0.9
ASIAN-AMERICAN	212	22601	1.06	1.1
AMERICAN INDIAN	132	15617	0.51	0.8
MEXICAN-AMERICAN	1154	73405	0.52	0.8
PUERTO RICAN	183	15768	0.65	0.9
OTHER HISPANIC	605	50962	0.58	0.8
SCHOOL TYPE:				
PUBLIC	15383	1854016	0.74	1.0
PRIVATE	480	58070	0.74	1.0
CATHOLIC	1717	153902	1.01	1.0
GEOGRAPHIC REGION:				
NORTHEAST	4130	510564	0.84	1.0
NORTH CENTRAL	5336	623901	0.85	1.0
SOUTH	5039	602548	0.60	0.9
WEST	3075	328976	0.74	1.0
CURRICULUM:				
GENERAL	5668	663558	0.54	0.8
ACADEMIC	7162	825456	1.09	1.0
VOCATIONAL	4643	565287	0.52	0.8
COMMUNITY TYPE:				
URBAN	3440	373901	0.73	0.9
SUBURBAN	9107	1050881	0.80	1.0
RURAL	5033	641206	0.70	0.9

APPENDIX E-41

OF THE MONEY THAT YOU EARN, HOW MUCH DO YOU USUALLY USE FOR HIGH SCHOOL?
(0=NONE; 3=MOST)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	17721	2081659	0.45	0.6
SEX:				
MALE	8852	1047461	0.39	0.6
FEMALE	8869	1034199	0.51	0.6
SES:				
LOW	3349	362545	0.59	0.7
MIDDLE	8089	976698	0.43	0.6
HIGH	4387	515994	0.36	0.6
RACE:				
WHITE	13513	1693712	0.39	0.6
BLACK	1845	202416	0.82	0.7
ASIAN-AMERICAN	214	22731	0.68	0.7
AMERICAN INDIAN	132	15617	0.52	0.7
MEXICAN-AMERICAN	1169	74650	0.58	0.6
PUERTO RICAN	184	15613	0.60	0.7
OTHER HISPANIC	611	51199	0.53	0.7
SCHOOL TYPE:				
PUBLIC	15511	1869698	0.44	0.6
PRIVATE	485	57993	0.33	0.6
CATHOLIC	1725	153968	0.60	0.7
GEOGRAPHIC REGION:				
NORTHEAST	4156	513061	0.38	0.6
NORTH CENTRAL	5384	629606	0.43	0.6
SOUTH	5080	606986	0.54	0.7
WEST	3101	332007	0.44	0.6
CURRICULUM:				
GENERAL	5734	671660	0.42	0.6
ACADEMIC	7182	826780	0.45	0.6
VOCATIONAL	4696	571268	0.48	0.6
COMMUNITY TYPE:				
URBAN	3475	377217	0.57	0.7
SUBURBAN	9171	1058168	0.41	0.6
RURAL	5075	646274	0.45	0.6

APPENDIX E-42

OF THE MONEY THAT YOU EARN, HOW MUCH DO YOU USUALLY GIVE TO YOUR FAMILY TO HELP SUPPORT THE HOUSEHOLD?

(0=NONE; 3=MOST)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	17441	2048407	0.40	0.7
SEX:				
MALE	8686	1026854	0.41	0.7
FEMALE	8755	1021554	0.40	0.7
SES:				
LOW	3336	361171	0.73	0.8
MIDDLE	7941	958402	0.36	0.6
HIGH	4300	506685	0.17	0.5
RACE:				
WHITE	13259	1662852	0.29	0.6
BLACK	1828	200331	1.00	0.9
ASIAN-AMERICAN	211	22515	0.50	0.7
AMERICAN INDIAN	131	15518	0.57	0.7
MEXICAN-AMERICAN	1166	74402	1.00	0.9
PUERTO RICAN	182	15760	1.05	0.8
OTHER HISPANIC	610	51226	0.58	0.8
SCHOOL TYPE:				
PUBLIC	15264	1839621	0.42	0.7
PRIVATE	471	56883	0.20	0.5
CATHOLIC	1706	151904	0.27	0.5
GEOGRAPHIC REGION:				
NORTHEAST	4091	505299	0.40	0.7
NORTH CENTRAL	5284	618147	0.29	0.6
SOUTH	5020	599679	0.53	0.8
WEST	3046	325282	0.38	0.7
CURRICULUM:				
GENERAL	5646	662084	0.42	0.7
ACADEMIC	7065	813073	0.27	0.6
VOCATIONAL	4621	561391	0.56	0.8
COMMUNITY TYPE:				
URBAN	3442	374268	0.59	0.8
SUBURBAN	9003	1037269	0.34	0.6
RURAL	4996	636870	0.39	0.7

APPENDIX E-43

HOW OFTEN DO YOU SPEND TIME OUTSIDE OF SCHOOL WITH FRIENDS AT A GATHERING PLACE OR TALKING ON THE TELEPHONE?
(0=RARELY OR NEVER; 3=EVERY DAY OR ALMOST EVERY DAY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	20894	2680136	2.45	0.8	2.68	0.7	0.8	0.2*	0.3
SEX:									
MALE	10072	1315065	2.31	0.9	2.68	0.7	0.8	0.4*	0.5
FEMALE	10822	1365071	2.60	0.8	2.67	0.7	0.7	0.1*	0.1
SES:									
LOW	4647	558875	2.31	1.0	2.54	0.8	0.9	0.2*	0.3
MIDDLE	10145	1347057	2.48	0.8	2.69	0.7	0.7	0.2*	0.3
HIGH	5491	702715	2.54	0.8	2.79	0.5	0.7	0.2*	0.4
RACE:									
WHITE	15384	2115230	2.47	0.8	2.71	0.6	0.7	0.2*	0.3
BLACK	2621	323149	2.49	0.9	2.55	0.8	0.8	0.1	0.1
ASIAN-AMERICAN	280	30215	2.21	0.9	2.47	0.8	0.9	0.3*	0.3
AMERICAN INDIAN	174	22291	2.17	1.0	2.60	0.8	0.9	0.4*	0.5
MEXICAN-AMERICAN	1437	98920	2.27	1.0	2.48	0.8	0.9	0.2*	0.2
PUERTO RICAN	238	23452	2.17	1.0	2.56	0.8	0.9	0.4*	0.4
OTHER HISPANIC	732	63817	2.40	0.9	2.59	0.8	0.8	0.2*	0.2
SCHOOL TYPE:									
PUBLIC	18053	2412008	2.44	0.9	2.67	0.7	0.8	0.2*	0.3
PRIVATE	655	77074	2.50	0.8	2.79	0.6	0.7	0.3*	0.4
CATHOLIC	2186	191055	2.57	0.8	2.78	0.5	0.7	0.2*	0.3
GEOGRAPHIC REGION:									
NORTHEAST	4710	620677	2.50	0.8	2.71	0.6	0.7	0.2*	0.3
NORTH CENTRAL	6201	796758	2.43	0.8	2.69	0.7	0.8	0.3*	0.4
SOUTH	6440	851738	2.47	0.8	2.65	0.7	0.8	0.2*	0.2
WEST	3543	410964	2.41	0.9	2.66	0.7	0.8	0.3*	0.3
CURRICULUM:									
GENERAL	6779	875004	2.43	0.9	2.67	0.7	0.8	0.2*	0.3
ACADEMIC	8736	1086414	2.47	0.8	2.73	0.6	0.7	0.3*	0.4
VOCATIONAL	5262	704267	2.46	0.9	2.61	0.7	0.8	0.1*	0.2
COMMUNITY TYPE:									
URBAN	4176	492364	2.53	0.8	2.64	0.7	0.8	0.1*	0.1
SUBURBAN	10435	1301171	2.51	0.8	2.71	0.7	0.7	0.2*	0.3
RURAL	6283	886601	2.32	0.9	2.65	0.7	0.8	0.3*	0.4

HOW OFTEN DO YOU SPEND TIME OUTSIDE OF SCHOOL GOING OUT ON DATES?
(0=RARELY OR NEVER; 3=EVERY DAY OR ALMOST EVERY DAY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	20017	2568570	1.00	0.9	1.56	0.9	0.9	0.6*	0.6
SEX:									
MALE	9585	1250873	0.99	0.9	1.56	0.9	0.9	0.6*	0.6
FEMALE	10432	1317697	1.01	1.0	1.56	0.9	1.0	0.5*	0.6
SES:									
LOW	4442	536525	0.90	1.0	1.45	1.0	1.0	0.5*	0.6
MIDDLE	9699	1285482	1.02	0.9	1.60	0.9	0.9	0.6*	0.6
HIGH	5321	682340	1.04	0.9	1.57	0.9	0.9	0.5*	0.6
RACE:									
WHITE	14833	2040823	1.02	0.9	1.60	0.9	0.9	0.6*	0.6
BLACK	2441	299140	0.94	0.9	1.39	0.9	0.9	0.4*	0.5
ASIAN-AMERICAN	271	29266	0.56	0.9	1.05	1.0	0.9	0.5*	0.5
AMERICAN INDIAN	162	20717	0.91	0.9	1.36	1.0	1.0	0.4*	0.5
MEXICAN-AMERICAN	1365	93977	0.93	1.0	1.44	1.0	1.0	0.5*	0.5
PUERTO RICAN	224	21696	0.73	0.9	1.36	1.0	0.9	0.6*	0.7
OTHER HISPANIC	694	60183	1.09	0.9	1.61	0.9	0.9	0.5*	0.6
SCHOOL TYPE:									
PUBLIC	17264	2309534	1.00	0.9	1.56	0.9	0.9	0.6*	0.6
PRIVATE	636	74105	0.98	0.9	1.53	0.9	0.9	0.6*	0.6
CATHOLIC	2117	184930	0.94	0.9	1.52	0.9	0.9	0.6*	0.6
GEOGRAPHIC REGION:									
NORTHEAST	4509	593603	1.02	1.0	1.58	0.9	1.0	0.6*	0.6
NORTH CENTRAL	5992	770612	0.95	0.9	1.54	0.9	0.9	0.6*	0.6
SOUTH	6127	809612	1.07	0.9	1.59	0.9	0.9	0.5*	0.6
WEST	3389	394743	0.92	0.9	1.48	0.9	0.9	0.6*	0.6
CURRICULUM:									
GENERAL	6477	835487	1.02	1.0	1.59	0.9	0.9	0.6*	0.6
ACADEMIC	8446	1052515	0.92	0.9	1.48	0.9	0.9	0.6*	0.6
VOCATIONAL	4992	667660	1.09	1.0	1.63	0.9	1.0	0.5*	0.6
COMMUNITY TYPE:									
URBAN	3971	468030	1.01	0.9	1.53	0.9	0.9	0.5*	0.6
SUBURBAN	10027	1250527	1.00	0.9	1.57	0.9	0.9	0.6*	0.6
RURAL	6019	850012	0.99	0.9	1.55	0.9	0.9	0.6*	0.6

APPENDIX E-45

HOW OFTEN DO YOU SPEND TIME OUTSIDE OF SCHOOL JUST DRIVING OR RIDING AROUND?
(0=RARELY OR NEVER; 3=EVERY DAY OR ALMOST EVERY DAY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	20472	2626632	1.24	1.1	1.72	1.0	1.0	0.5*	0.5
SEX:									
MALE	9830	1284304	1.32	1.1	1.79	1.0	1.0	0.5*	0.5
FEMALE	10642	1342328	1.16	1.1	1.65	1.0	1.0	0.5*	0.5
SES:									
LOW	4548	547167	1.12	1.1	1.59	1.1	1.1	0.5*	0.4
MIDDLE	9939	1320670	1.29	1.1	1.77	1.0	1.0	0.5*	0.5
HIGH	5420	693400	1.25	1.1	1.74	1.0	1.0	0.5*	0.5
RACE:									
WHITE	15121	2079917	1.27	1.1	1.77	1.0	1.0	0.5*	0.5
BLACK	2521	309843	1.05	1.1	1.44	1.1	1.1	0.4*	0.4
ASIAN-AMERICAN	272	29444	0.90	1.0	1.37	1.1	1.0	0.5*	0.4
AMERICAN INDIAN	169	21822	1.34	1.1	1.86	1.0	1.0	0.5*	0.5
MEXICAN-AMERICAN	1407	96886	1.26	1.1	1.69	1.0	1.1	0.4*	0.4
PUERTO RICAN	234	23066	0.81	1.0	1.29	1.1	1.1	0.5*	0.5
OTHER HISPANIC	719	62408	1.34	1.1	1.65	1.1	1.1	0.3*	0.3
SCHOOL TYPE:									
PUBLIC	17669	2361883	1.25	1.1	1.72	1.0	1.1	0.5*	0.4
PRIVATE	655	77264	1.17	1.0	1.57	1.1	1.1	0.4*	0.4
CATHOLIC	2148	187486	1.09	1.0	1.74	1.0	1.0	0.7*	0.7
GEOGRAPHIC REGION:									
NORTHEAST	4600	605777	1.04	1.1	1.68	1.0	1.1	0.6*	0.6
NORTH CENTRAL	6104	784296	1.26	1.0	1.73	1.0	1.0	0.5*	0.5
SOUTH	6295	833426	1.35	1.1	1.75	1.0	1.1	0.4*	0.4
WEST	3473	403133	1.26	1.1	1.69	1.0	1.0	0.4*	0.4
CURRICULUM:									
GENERAL	6622	855368	1.35	1.1	1.81	1.0	1.0	0.5*	0.4
ACADEMIC	8611	1072009	1.08	1.0	1.62	1.0	1.0	0.5*	0.5
VOCATIONAL	5127	685224	1.34	1.1	1.77	1.0	1.1	0.4*	0.4
COMMUNITY TYPE:									
URBAN	4079	481944	1.12	1.1	1.54	1.1	1.1	0.4*	0.4
SUBURBAN	10247	1277556	1.23	1.1	1.74	1.0	1.0	0.5*	0.5
RURAL	6146	867132	1.31	1.1	1.79	1.0	1.0	0.5*	0.5

APPENDIX E-46

HOW OFTEN DO YOU SPEND TIME OUTSIDE OF SCHOOL THINKING OR DAYDREAMING ALONE?
(0=RARELY OR NEVER; 3=EVERY DAY OR ALMOST EVERY DAY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	19704	2531092	1.92	1.2	1.99	1.1	1.1	0.1*	0.1
SEX:									
MALE	9481	1239202	1.65	1.2	1.81	1.1	1.2	0.2*	0.1
FEMALE	10223	1291889	2.18	1.1	2.17	1.0	1.0	-0.0	-0.0
SES:									
LOW	4324	521731	1.81	1.2	1.88	1.1	1.2	0.1	0.1
MIDDLE	9586	1272834	1.90	1.2	1.98	1.1	1.1	0.1*	0.1
HIGH	5252	673811	2.05	1.1	2.12	1.0	1.1	0.1*	0.1
RACE:									
WHITE	14635	2014244	1.96	1.1	2.02	1.0	1.1	0.1*	0.1
BLACK	2382	293127	1.77	1.3	1.93	1.1	1.2	0.2*	0.1
ASIAN-AMERICAN	264	28684	1.77	1.1	1.89	1.1	1.1	0.1	0.1
AMERICAN INDIAN	162	20992	1.73	1.3	1.85	1.1	1.2	0.1	0.1
MEXICAN-AMERICAN	1335	91706	1.69	1.2	1.78	1.1	1.2	0.1	0.1
PUERTO RICAN	212	20109	1.60	1.2	1.63	1.2	1.2	0.0	0.0
OTHER HISPANIC	689	59580	1.80	1.2	1.82	1.1	1.1	0.0	0.0
SCHOOL TYPE:									
PUBLIC	17011	2276914	1.90	1.2	1.97	1.1	1.1	0.1*	0.1
PRIVATE	626	73079	2.11	1.0	2.16	1.0	1.0	0.1	0.1
CATHOLIC	2067	181098	2.05	1.1	2.17	1.0	1.0	0.1*	0.1
GEOGRAPHIC REGION:									
NORTHEAST	4455	586583	1.89	1.2	2.00	1.1	1.1	0.1*	0.1
NORTH CENTRAL	5913	761145	1.95	1.1	2.03	1.0	1.1	0.1*	0.1
SOUTH	6008	795316	1.92	1.2	1.95	1.1	1.1	0.0	0.0
WEST	3328	388047	1.91	1.2	1.99	1.1	1.1	0.1	0.1
CURRICULUM:									
GENERAL	6359	822124	1.86	1.2	1.95	1.1	1.1	0.1*	0.1
ACADEMIC	8308	1035236	2.04	1.1	2.11	1.0	1.1	0.1*	0.1
VOCATIONAL	4926	659852	1.82	1.2	1.86	1.1	1.2	0.0	0.0
COMMUNITY TYPE:									
URBAN	3888	459287	1.85	1.2	1.94	1.1	1.1	0.1*	0.1
SUBURBAN	9898	1237186	1.94	1.1	2.02	1.1	1.1	0.1*	0.1
RURAL	5918	834618	1.93	1.2	1.98	1.1	1.1	0.1	0.0

APPENDIX E-47

HOW OFTEN DO YOU SPEND TIME OUTSIDE OF SCHOOL TALKING WITH YOUR MOTHER OR FATHER ABOUT PERSONAL EXPERIENCES?
(0=RARELY OR NEVER; 3=EVERY DAY OR ALMOST EVERY DAY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS		POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
			MEAN	S.D.	MEAN	S.D.			
TOTAL	20084	2579337	1.26	1.1	2.43	0.9	1.0	1.2*	1.1
SEX:									
MALE	9652	1261033	1.07	1.1	2.32	0.9	1.0	1.2*	1.2
FEMALE	10432	1318304	1.45	1.2	2.54	0.8	1.0	1.1*	1.1
SES:									
LOW	4408	532939	1.05	1.1	2.32	1.0	1.1	1.3*	1.2
MIDDLE	9760	1295565	1.26	1.1	2.43	0.9	1.0	1.2*	1.1
HIGH	5355	686104	1.46	1.1	2.55	0.8	1.0	1.1*	1.1
RACE:									
WHITE	14926	2052116	1.29	1.1	2.46	0.9	1.0	1.2*	1.2
BLACK	2435	299963	1.15	1.2	2.32	1.0	1.1	1.2*	1.1
ASIAN-AMERICAN	263	28009	1.27	1.2	2.34	1.0	1.1	1.1*	1.0
AMERICAN INDIAN	166	21403	1.14	1.1	2.32	1.0	1.1	1.2*	1.1
MEXICAN-AMERICAN	1349	92896	1.11	1.1	2.34	1.0	1.0	1.2*	1.2
PUERTO RICAN	217	21235	1.05	1.2	2.27	1.0	1.1	1.2*	1.1
OTHER HISPANIC	699	60467	1.24	1.1	2.37	1.0	1.1	1.1*	1.1
SCHOOL TYPE:									
PUBLIC	17324	2317786	1.26	1.1	2.42	0.9	1.0	1.2*	1.1
PRIVATE	637	74417	1.45	1.1	2.51	0.8	1.0	1.1*	1.1
CATHOLIC	2123	187134	1.30	1.1	2.57	0.8	1.0	1.3*	1.3
GEOGRAPHIC REGION:									
NORTHEAST	4539	597265	1.23	1.1	2.41	0.9	1.0	1.2*	1.2
NORTH CENTRAL	6023	774925	1.28	1.1	2.47	0.9	1.0	1.2*	1.2
SOUTH	6137	812927	1.23	1.1	2.42	0.9	1.0	1.2*	1.2
WEST	3385	394220	1.36	1.1	2.41	0.9	1.0	1.1*	1.0
CURRICULUM:									
GENERAL	6490	839527	1.13	1.1	2.34	0.9	1.0	1.2*	1.2
ACADEMIC	8468	1055664	1.45	1.1	2.55	0.8	1.0	1.1*	1.1
VOCATIONAL	5020	670778	1.15	1.1	2.36	0.9	1.0	1.2*	1.2
COMMUNITY TYPE:									
URBAN	3979	470256	1.29	1.1	2.41	0.9	1.0	1.1*	1.1
SUBURBAN	10057	1255866	1.28	1.1	2.44	0.9	1.0	1.2*	1.1
RURAL	6048	853215	1.23	1.1	2.43	0.9	1.0	1.2*	1.2

APPENDIX E-48

HOW OFTEN DO YOU SPEND TIME OUTSIDE OF SCHOOL READING THE FRONT PAGE OF THE NEWSPAPER?
(0=RARELY OR NEVER; 3=EVERY DAY OR ALMOST EVERY DAY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS		POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
			MEAN	S.D.	MEAN	S.D.			
TOTAL	20629	2647932	1.74	1.2	1.96	1.1	1.1	0.2*	0.2
SEX:									
MALE	9898	1294007	1.81	1.2	2.01	1.1	1.1	0.2*	0.2
FEMALE	10731	1353925	1.67	1.2	1.92	1.1	1.1	0.2*	0.2
SES:									
LOW	4572	550929	1.46	1.2	1.75	1.1	1.2	0.3*	0.2
MIDDLE	10022	1331197	1.75	1.2	1.97	1.1	1.1	0.2*	0.2
HIGH	5456	698803	1.97	1.1	2.15	1.0	1.1	0.2*	0.2
RACE:									
WHITE	15251	2097844	1.76	1.2	1.98	1.1	1.1	0.2*	0.2
BLACK	2538	312277	1.71	1.2	1.97	1.1	1.1	0.3*	0.2
ASIAN-AMERICAN	273	29424	1.89	1.1	2.02	1.0	1.1	0.1	0.1
AMERICAN INDIAN	171	21843	1.49	1.3	1.87	1.1	1.2	0.4	0.3
MEXICAN-AMERICAN	1412	97021	1.52	1.2	1.75	1.1	1.2	0.2*	0.2
PUERTO RICAN	230	22679	1.68	1.2	1.81	1.1	1.2	0.1	0.1
OTHER HISPANIC	725	63598	1.62	1.2	1.86	1.1	1.2	0.2*	0.2
SCHOOL TYPE:									
PUBLIC	17810	2380820	1.72	1.2	1.94	1.1	1.2	0.2*	0.2
PRIVATE	657	77244	1.77	1.2	2.03	1.1	1.1	0.3*	0.2
CATHOLIC	2162	189867	2.00	1.2	2.18	1.1	1.1	0.2*	0.2
GEOGRAPHIC REGION:									
NORTHEAST	4659	613714	1.93	1.2	2.11	1.1	1.1	0.2*	0.2
NORTH CENTRAL	6140	789766	1.79	1.2	2.03	1.1	1.1	0.2*	0.2
SOUTH	6328	837850	1.59	1.2	1.82	1.1	1.2	0.2*	0.2
WEST	3502	406602	1.64	1.2	1.90	1.1	1.2	0.3*	0.2
CURRICULUM:									
GENERAL	6696	865330	1.60	1.2	1.85	1.1	1.2	0.3*	0.2
ACADEMIC	8658	1078062	1.96	1.1	2.15	1.0	1.1	0.2*	0.2
VOCATIONAL	5162	690533	1.57	1.2	1.83	1.1	1.2	0.3*	0.2
COMMUNITY TYPE:									
URBAN	4104	485519	1.83	1.2	2.03	1.1	1.1	0.2*	0.2
SUBURBAN	10310	1285771	1.71	1.2	1.95	1.1	1.2	0.2*	0.2
RURAL	6215	876643	1.72	1.2	1.95	1.1	1.1	0.2*	0.2

HOW OFTEN DO YOU SPEND TIME OUTSIDE OF SCHOOL READING FOR PLEASURE?
(0=RARELY OR NEVER; 3=EVERY DAY OR ALMOST EVERY DAY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	20445	2623562	1.22	1.1	1.43	1.1	1.1	0.2*	0.2
SEX:									
MALE	9813	1282191	1.02	1.1	1.28	1.1	1.1	0.3*	0.2
FEMALE	10632	1341370	1.42	1.1	1.59	1.1	1.1	0.2*	0.2
SES:									
LOW	4530	545179	1.10	1.1	1.32	1.1	1.1	0.2*	0.2
MIDDLE	9922	1316893	1.20	1.1	1.40	1.1	1.1	0.2*	0.2
HIGH	5414	694657	1.36	1.1	1.60	1.1	1.1	0.2*	0.2
RACE:									
WHITE	15120	2079807	1.21	1.2	1.44	1.1	1.1	0.2*	0.2
BLACK	2521	310144	1.34	1.1	1.48	1.0	1.1	0.1*	0.1
ASIAN-AMERICAN	274	29499	1.45	1.1	1.55	1.0	1.1	0.1	0.1
AMERICAN INDIAN	165	21161	1.19	1.2	1.55	1.1	1.2	0.4	0.3
MEXICAN-AMERICAN	1388	95048	0.99	1.0	1.22	1.0	1.0	0.2*	0.2
PUERTO RICAN	232	22547	1.15	1.1	1.45	1.1	1.1	0.3	0.3
OTHER HISPANIC	716	62109	1.09	1.1	1.36	1.1	1.1	0.3*	0.2
SCHOOL TYPE:									
PUBLIC	17641	2358461	1.22	1.1	1.43	1.1	1.1	0.2*	0.2
PRIVATE	654	77046	1.30	1.2	1.52	1.1	1.1	0.2*	0.2
CATHOLIC	2150	188055	1.23	1.1	1.49	1.1	1.1	0.3*	0.2
GEOGRAPHIC REGION:									
NORTHEAST	4631	608997	1.21	1.1	1.45	1.1	1.1	0.2*	0.2
NORTH CENTRAL	6098	784760	1.22	1.1	1.45	1.1	1.1	0.2*	0.2
SOUTH	6270	829913	1.20	1.1	1.36	1.1	1.1	0.2*	0.1
WEST	3446	399892	1.27	1.1	1.53	1.1	1.1	0.3*	0.2
CURRICULUM:									
GENERAL	6605	853482	1.08	1.1	1.31	1.1	1.1	0.2*	0.2
ACADEMIC	8631	1074801	1.44	1.1	1.64	1.1	1.1	0.2*	0.2
VOCATIONAL	5099	681425	1.05	1.1	1.27	1.1	1.1	0.2*	0.2
COMMUNITY TYPE:									
URBAN	4076	481167	1.28	1.1	1.49	1.1	1.1	0.2*	0.2
SUBURBAN	10223	1275123	1.18	1.1	1.42	1.1	1.1	0.2*	0.2
RURAL	6146	867271	1.25	1.2	1.42	1.1	1.1	0.2*	0.2

APPENDIX E-50

YOUR CLOSEST FRIEND WHO IS A SOPHOMORE GETS GOOD GRADES
(PERCENT TRUE)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	20553	2637845	83.5	87.5	4.0*
SEX:					
MALE	9873	1290724	80.7	84.0	3.2*
FEMALE	10680	1347122	86.1	90.9	4.8*
SES:					
LOW	4540	546445	79.5	85.7	6.2*
MIDDLE	9986	1326955	83.2	87.3	4.1*
HIGH	5443	696628	87.4	89.4	1.9*
RACE:					
WHITE	15204	2091249	83.5	87.7	4.2*
BLACK	2538	313043	84.4	88.0	3.6*
ASIAN-AMERICAN	271	29115	83.0	86.8	3.8
AMERICAN INDIAN	162	20936	89.1	86.1	-3.1
MEXICAN-AMERICAN	1393	94767	80.8	84.8	3.9*
PUERTO RICAN	235	23241	81.1	82.5	1.4
OTHER HISPANIC	724	62784	82.5	86.0	3.5
SCHOOL TYPE:					
PUBLIC	17738	2371389	83.2	87.3	4.1*
PRIVATE	649	76629	85.6	88.7	3.0
CATHOLIC	2166	189828	86.0	89.3	3.3*
GEOGRAPHIC REGION:					
NORTHEAST	4664	613835	81.8	87.2	5.5*
NORTH CENTRAL	6120	786788	83.4	87.3	4.0*
SOUTH	6312	835913	85.6	88.4	2.8*
WEST	3457	401309	81.9	86.4	4.6*
CURRICULUM:					
GENERAL	6680	862309	80.8	85.2	4.4*
ACADEMIC	8630	1073603	88.1	90.3	2.2*
VOCATIONAL	5133	688006	79.7	86.1	6.4*
COMMUNITY TYPE:					
URBAN	4066	480289	82.0	87.4	5.4*
SUBURBAN	10276	1280628	83.4	87.4	4.0*
RURAL	6211	876927	84.4	87.7	3.3*

YOUR CLOSEST FRIEND WHO IS A SOPHOMORE PLANS TO GO TO COLLEGE
(PERCENT TRUE)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	20093	2580109	67.8	71.6	3.8*
SEX:					
MALE	9622	1258983	63.8	68.2	4.4*
FEMALE	10471	1321126	71.6	74.8	3.2*
SES:					
LOW	4404	529794	51.4	57.9	6.4*
MIDDLE	9775	1300121	65.8	70.2	4.4*
HIGH	5367	686376	85.1	85.5	0.4
RACE:					
WHITE	14910	2050399	67.4	71.2	3.8*
BLACK	2450	301963	71.3	73.9	2.6
ASIAN-AMERICAN	262	28091	83.7	90.4	6.8
AMERICAN INDIAN	160	20584	66.5	64.0	-2.5
MEXICAN-AMERICAN	1351	91924	58.4	65.5	7.1*
PUERTO RICAN	223	22121	65.6	70.7	5.1
OTHER HISPANIC	709	62089	70.7	74.0	3.3
SCHOOL TYPE:					
PUBLIC	17330	2318517	66.0	69.9	3.9*
PRIVATE	650	75862	82.3	83.6	1.4
CATHOLIC	2113	185730	84.9	87.8	2.8*
GEOGRAPHIC REGION:					
NORTHEAST	4567	602561	68.1	71.7	3.6*
NORTH CENTRAL	5990	769960	64.9	70.2	5.3*
SOUTH	6176	816757	67.8	70.1	2.3*
WEST	3360	390831	73.4	77.3	3.9*
CURRICULUM:					
GENERAL	6508	841065	61.4	65.1	3.6*
ACADEMIC	8498	1057212	82.8	87.0	4.2*
VOCATIONAL	4986	668757	52.2	55.6	3.4*
COMMUNITY TYPE:					
URBAN	3956	467647	69.0	74.0	5.1*
SUBURBAN	10059	1253068	71.4	74.7	3.3*
RURAL	6078	859394	61.9	65.6	3.7*

YOUR CLOSEST FRIEND WHO IS A SOPHOMORE IS POPULAR WITH OTHERS
(PERCENT TRUE)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	20275	2603054	88.3	91.3	3.0*
SEX:					
MALE	9723	1271545	87.8	91.7	3.9*
FEMALE	10552	1331509	88.8	90.8	2.0*
SES:					
LOW	4461	536969	81.5	86.5	5.0*
MIDDLE	9874	1312348	88.9	91.7	2.8*
HIGH	5379	689002	93.0	94.7	1.6*
RACE:					
WHITE	15028	2067572	90.0	92.5	2.4*
BLACK	2494	307572	82.2	87.1	4.9*
ASIAN-AMERICAN	265	28452	82.0	83.6	1.6
AMERICAN INDIAN	162	21064	78.3	89.9	11.6*
MEXICAN-AMERICAN	1365	92188	81.0	84.9	3.8*
PUERTO RICAN	226	21815	79.5	83.5	4.0
OTHER HISPANIC	706	61273	81.4	88.7	7.3*
SCHOOL TYPE:					
PUBLIC	17486	2338934	87.9	90.9	3.1*
PRIVATE	647	75825	92.2	95.4	3.2
CATHOLIC	2142	188296	91.9	93.6	1.7
GEOGRAPHIC REGION:					
NORTHEAST	4587	604404	89.8	92.7	2.9*
NORTH CENTRAL	6060	779930	89.1	91.3	2.2*
SOUTH	6236	824472	87.2	90.5	3.2*
WEST	3392	394249	86.8	90.9	4.0*
CURRICULUM:					
GENERAL	6577	849081	86.6	90.7	4.1*
ACADEMIC	8547	1064597	92.0	93.9	1.9*
VOCATIONAL	5049	676514	84.9	88.1	3.2*
COMMUNITY TYPE:					
URBAN	4019	475162	85.5	90.2	4.6*
SUBURBAN	10132	1262618	88.8	91.3	2.4*
RURAL	6124	865274	89.1	91.9	2.8*

YOUR CLOSEST FRIEND WHO IS A SOPHOMORE IS INTERESTED IN SCHOOL (PERCENT TRUE)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	20433	2622499	69.8	70.5	0.7
SEX:					
MALE	9817	1283095	64.6	66.3	1.7
FEMALE	10616	1339403	74.7	74.4	-0.3
SES:					
LOW	4504	541682	65.2	68.9	3.7*
MIDDLE	9936	1320995	68.9	69.0	0.1
HIGH	5418	693367	75.3	74.6	-0.8
RACE:					
WHITE	15127	2080590	68.3	68.4	0.1
BLACK	2513	309926	79.4	81.8	2.5
ASIAN-AMERICAN	267	28853	74.8	79.9	5.1
AMERICAN INDIAN	163	21094	66.5	66.3	-0.2
MEXICAN-AMERICAN	1386	94196	70.3	73.2	2.9
PUERTO RICAN	231	23023	70.9	78.2	7.4
OTHER HISPANIC	719	62102	70.3	72.4	2.1
SCHOOL TYPE:					
PUBLIC	17633	2357676	69.7	70.2	0.5
PRIVATE	649	75929	71.2	72.4	1.2
CATHOLIC	2151	188894	69.9	72.8	2.8
GEOGRAPHIC REGION:					
NORTHEAST	4630	610441	65.6	68.0	2.5
NORTH CENTRAL	6097	783877	70.5	70.5	-0.1
SOUTH	6266	828835	71.5	72.6	1.1
WEST	3440	399346	71.2	69.7	-1.6
CURRICULUM:					
GENERAL	6636	856183	64.2	64.9	0.7
ACADEMIC	8597	1070205	78.5	79.5	1.0
VOCATIONAL	5095	682594	63.4	63.4	0.0
COMMUNITY TYPE:					
URBAN	4033	476760	71.9	74.0	2.1
SUBURBAN	10217	1273068	69.7	69.3	-0.4
RURAL	6183	872671	68.8	70.3	1.5

APPENDIX E-54

YOUR CLOSEST FRIEND WHO IS A SOPHOMORE ATTENDS CLASSES REGULARLY (PERCENT TRUE)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	20527	2635931	93.5	91.8	-1.7*
SEX:					
MALE	9876	1292048	93.0	90.8	-2.2*
FEMALE	10651	1343883	94.0	92.7	-1.3*
SES:					
LOW	4526	544926	91.9	91.2	-0.6
MIDDLE	9983	1327477	93.3	91.5	-1.9*
HIGH	5439	696459	95.4	92.6	-2.9*
RACE:					
WHITE	15202	2091461	94.0	91.7	-2.3*
BLACK	2525	311820	92.4	93.6	1.2
ASIAN-AMERICAN	269	29058	90.9	91.6	0.7
AMERICAN INDIAN	162	20923	86.9	84.1	-2.8
MEXICAN-AMERICAN	1387	94432	89.3	89.6	0.3
PUERTO RICAN	234	23049	94.6	92.8	-1.8
OTHER HISPANIC	720	62119	91.5	90.6	-1.0
SCHOOL TYPE:					
PUBLIC	17712	2369419	93.0	91.5	-1.5*
PRIVATE	654	76888	98.7	90.0	-8.7*
CATHOLIC	2161	189624	97.8	96.2	-1.6*
GEOGRAPHIC REGION:					
NORTHEAST	4646	612797	92.9	91.7	-1.1
NORTH CENTRAL	6124	787067	94.4	92.8	-1.6*
SOUTH	6305	835201	94.4	92.3	-2.1*
WEST	3452	400865	90.7	88.5	-2.2*
CURRICULUM:					
GENERAL	6676	862924	91.9	90.1	-1.7*
ACADEMIC	8632	1073943	96.5	94.7	-1.8*
VOCATIONAL	5113	685491	91.0	89.2	-1.8*
COMMUNITY TYPE:					
URBAN	4049	479280	91.9	91.3	-0.6
SUBURBAN	10271	1279767	93.2	91.6	-1.6*
RURAL	6207	876885	94.8	92.3	-2.6*

HOW MUCH HAS YOUR MOTHER INFLUENCED YOUR PLANS FOR AFTER HIGH SCHOOL?
(1=NOT AT ALL; 3=A GREAT DEAL)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	22856	2641909	2.31	0.7
SEX:				
MALE	11182	1306581	2.24	0.7
FEMALE	11674	1335328	2.37	0.7
SES:				
LOW	4652	499879	2.27	0.7
MIDDLE	10156	1209829	2.27	0.7
HIGH	5525	636355	2.42	0.6
RACE:				
WHITE	16596	2070444	2.26	0.7
BLACK	2934	317764	2.54	0.6
ASIAN-AMERICAN	315	32036	2.37	0.7
AMERICAN INDIAN	190	22066	2.29	0.7
MEXICAN-AMERICAN	1601	98820	2.36	0.7
PUERTO RICAN	292	25163	2.41	0.7
OTHER HISPANIC	850	67565	2.35	0.7
SCHOOL TYPE:				
PUBLIC	19828	2371288	2.30	0.7
PRIVATE	745	78695	2.28	0.7
CATHOLIC	2283	191926	2.36	0.7
GEOGRAPHIC REGION:				
NORTHEAST	5395	646220	2.31	0.7
NORTH CENTRAL	6701	775209	2.24	0.7
SOUTH	6811	806001	2.37	0.7
WEST	3949	414478	2.30	0.7
CURRICULUM:				
GENERAL	7492	869015	2.23	0.7
ACADEMIC	9363	1053493	2.41	0.6
VOCATIONAL	5864	704145	2.25	0.7
COMMUNITY TYPE:				
URBAN	4797	509511	2.36	0.7
SUBURBAN	11414	1292104	2.31	0.7
RURAL	6645	840293	2.27	0.7

APPENDIX E-56

HOW MUCH HAS YOUR FATHER INFLUENCED YOUR PLANS FOR AFTER HIGH SCHOOL? (1=NOT AT ALL; 3=A GREAT DEAL)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	22583	2612406	2.16	0.7
SEX:				
MALE	11070	1293301	2.19	0.7
FEMALE	11513	1319105	2.12	0.7
SES:				
LOW	4539	488026	1.94	0.7
MIDDLE	10087	1202301	2.13	0.7
HIGH	5517	635142	2.41	0.7
RACE:				
WHITE	16524	2061088	2.18	0.7
BLACK	2791	301917	2.00	0.8
ASIAN-AMERICAN	314	31879	2.38	0.7
AMERICAN INDIAN	183	21302	2.11	0.7
MEXICAN-AMERICAN	1575	97490	2.13	0.8
PUERTO RICAN	283	24257	2.04	0.8
OTHER HISPANIC	837	66508	2.14	0.8
SCHOOL TYPE:				
PUBLIC	19580	2343363	2.14	0.7
PRIVATE	743	78437	2.29	0.7
CATHOLIC	2260	190606	2.25	0.7
GEOGRAPHIC REGION:				
NORTHEAST	5322	638699	2.16	0.7
NORTH CENTRAL	6656	770719	2.13	0.7
SOUTH	6694	791476	2.15	0.7
WEST	3911	411513	2.22	0.7
CURRICULUM:				
GENERAL	7409	860481	2.07	0.7
ACADEMIC	9286	1045069	2.30	0.7
VOCATIONAL	5756	691839	2.05	0.7
COMMUNITY TYPE:				
URBAN	4690	498076	2.11	0.8
SUBURBAN	11319	1282462	2.20	0.7
RURAL	6574	831868	2.12	0.7

APPENDIX E-57

HOW MUCH HAVE FRIENDS OR RELATIVES ABOUT YOUR OWN AGE INFLUENCED YOUR PLANS FOR AFTER HIGH SCHOOL?
(1=NOT AT ALL; 3=A GREAT DEAL)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	22617	2616708	1.95	0.7
SEX:				
MALE	11020	1289336	1.89	0.7
FEMALE	11597	1327371	2.01	0.7
SES:				
LOW	4604	496102	1.96	0.7
MIDDLE	10074	1199772	1.95	0.7
HIGH	5477	631799	1.96	0.7
RACE:				
WHITE	16459	2054342	1.92	0.7
BLACK	2888	312735	2.10	0.7
ASIAN-AMERICAN	315	31975	2.12	0.7
AMERICAN INDIAN	187	21917	2.11	0.7
MEXICAN-AMERICAN	1577	97155	2.03	0.7
PUERTO RICAN	284	24453	1.97	0.7
OTHER HISPANIC	831	66159	1.97	0.7
SCHOOL TYPE:				
PUBLIC	19618	2347550	1.95	0.7
PRIVATE	734	78553	1.93	0.7
CATHOLIC	2265	190605	2.00	0.7
GEOGRAPHIC REGION:				
NORTHEAST	5333	639689	1.93	0.7
NORTH CENTRAL	6640	768601	1.92	0.7
SOUTH	6741	799206	2.00	0.7
WEST	3903	409212	1.95	0.7
CURRICULUM:				
GENERAL	7423	861592	1.92	0.7
ACADEMIC	9288	1045674	1.99	0.7
VOCATIONAL	5776	694875	1.94	0.7
COMMUNITY TYPE:				
URBAN	4729	503046	1.98	0.7
SUBURBAN	11303	1280795	1.94	0.7
RURAL	6585	832867	1.95	0.7

HOW MUCH HAS A GUIDANCE COUNSELOR INFLUENCED YOUR PLANS FOR AFTER HIGH SCHOOL?
(1=NOT AT ALL; 3=A GREAT DEAL)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	22469	2600589	1.63	0.7
SEX:				
MALE	10946	1281418	1.61	0.7
FEMALE	11523	1319172	1.66	0.7
SES:				
LOW	4568	492476	1.71	0.7
MIDDLE	10026	1194209	1.62	0.7
HIGH	5450	629083	1.59	0.6
RACE:				
WHITE	16366	2043052	1.57	0.6
BLACK	2854	309779	1.94	0.7
ASIAN-AMERICAN	314	31886	1.73	0.7
AMERICAN INDIAN	183	21383	1.82	0.7
MEXICAN-AMERICAN	1554	95808	1.78	0.7
PUERTO RICAN	286	24525	1.79	0.7
OTHER HISPANIC	837	66429	1.73	0.7
SCHOOL TYPE:				
PUBLIC	19482	2333173	1.63	0.7
PRIVATE	730	77922	1.61	0.7
CATHOLIC	2257	189495	1.62	0.6
GEOGRAPHIC REGION:				
NORTHEAST	5320	637238	1.66	0.7
NORTH CENTRAL	6595	763841	1.60	0.6
SOUTH	6679	792487	1.65	0.7
WEST	3875	407022	1.60	0.7
CURRICULUM:				
GENERAL	7347	852830	1.57	0.7
ACADEMIC	9262	1043541	1.70	0.7
VOCATIONAL	5730	689740	1.61	0.7
COMMUNITY TYPE:				
URBAN	4684	498233	1.68	0.7
SUBURBAN	11242	1274613	1.61	0.7
RURAL	6543	827743	1.64	0.7

APPENDIX E-58

HOW MUCH HAVE TEACHERS INFLUENCED YOUR PLANS FOR AFTER HIGH SCHOOL?
(1=NOT AT ALL; 3=A GREAT DEAL)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	22468	2600070	1.67	0.7
SEX:				
MALE	10945	1280435	1.63	0.7
FEMALE	11523	1319635	1.71	0.7
SES:				
LOW	4573	493066	1.72	0.7
MIDDLE	10022	1193492	1.65	0.7
HIGH	5450	628303	1.65	0.7
RACE:				
WHITE	16370	2042749	1.62	0.6
BLACK	2858	310161	1.96	0.7
ASIAN-AMERICAN	314	31839	1.82	0.7
AMERICAN INDIAN	184	21511	1.85	0.7
MEXICAN-AMERICAN	1556	95834	1.77	0.7
PUERTO RICAN	281	24131	1.72	0.7
OTHER HISPANIC	831	66302	1.70	0.7
SCHOOL TYPE:				
PUBLIC	19485	2332478	1.67	0.7
PRIVATE	731	78113	1.70	0.6
CATHOLIC	2252	189479	1.64	0.6
GEOGRAPHIC REGION:				
NORTHEAST	5303	635974	1.63	0.6
NORTH CENTRAL	6595	763368	1.62	0.7
SOUTH	6693	793952	1.74	0.7
WEST	3877	406776	1.68	0.7
CURRICULUM:				
GENERAL	7347	853066	1.56	0.7
ACADEMIC	9252	1042385	1.75	0.7
VOCATIONAL	5739	690150	1.68	0.7
COMMUNITY TYPE:				
URBAN	4694	499556	1.75	0.7
SUBURBAN	11240	1274130	1.64	0.7
RURAL	6534	826385	1.66	0.7

HOW MUCH HAVE COLLEGE RECRUITERS INFLUENCED YOUR PLANS FOR AFTER HIGH SCHOOL?
(1=NOT AT ALL; 3=A GREAT DEAL)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	22367	2589508	1.35	0.6
SEX:				
MALE	10892	1275595	1.34	0.6
FEMALE	11475	1313913	1.36	0.6
SES:				
LOW	4550	490166	1.34	0.6
MIDDLE	10000	1191299	1.34	0.6
HIGH	5425	626749	1.40	0.6
RACE:				
WHITE	16326	2038150	1.30	0.5
BLACK	2835	307706	1.66	0.8
ASIAN-AMERICAN	311	31473	1.42	0.6
AMERICAN INDIAN	183	21383	1.47	0.7
MEXICAN-AMERICAN	1538	94110	1.38	0.6
PUERTO RICAN	275	23379	1.33	0.6
OTHER HISPANIC	826	65888	1.42	0.6
SCHOOL TYPE:				
PUBLIC	19390	2321894	1.35	0.6
PRIVATE	730	77942	1.34	0.6
CATHOLIC	2247	189672	1.36	0.6
GEOGRAPHIC REGION:				
NORTHEAST	5278	633511	1.32	0.6
NORTH CENTRAL	6570	760573	1.33	0.6
SOUTH	6666	791004	1.41	0.6
WEST	3853	404420	1.34	0.6
CURRICULUM:				
GENERAL	7315	849588	1.29	0.6
ACADEMIC	9227	1039769	1.46	0.6
VOCATIONAL	5698	686018	1.27	0.5
COMMUNITY TYPE:				
URBAN	4657	495993	1.40	0.6
SUBURBAN	11189	1268807	1.33	0.6
RURAL	6521	824709	1.35	0.6

APPENDIX E-61

HOW MUCH HAVE MILITARY RECRUITERS INFLUENCED YOUR PLANS FOR AFTER HIGH SCHOOL?
(1=NOT AT ALL; 3=A GREAT DEAL)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	22348	2588325	1.19	0.5
SEX:				
MALE	10887	1276034	1.28	0.6
FEMALE	11461	1312292	1.11	0.4
SES:				
LOW	4560	491656	1.30	0.6
MIDDLE	9984	1190051	1.19	0.5
HIGH	5407	624164	1.10	0.4
RACE:				
WHITE	16307	2035527	1.14	0.4
BLACK	2833	307703	1.45	0.7
ASIAN-AMERICAN	311	31473	1.20	0.5
AMERICAN INDIAN	186	21681	1.29	0.6
MEXICAN-AMERICAN	1540	94784	1.29	0.6
PUERTO RICAN	275	23697	1.35	0.6
OTHER HISPANIC	823	65874	1.27	0.5
SCHOOL TYPE:				
PUBLIC	19385	2321601	1.20	0.5
PRIVATE	724	77616	1.08	0.3
CATHOLIC	2239	189108	1.10	0.4
GEOGRAPHIC REGION:				
NORTHEAST	5267	632718	1.18	0.5
NORTH CENTRAL	6573	761001	1.16	0.4
SOUTH	6654	789563	1.25	0.5
WEST	3854	405044	1.16	0.5
CURRICULUM:				
GENERAL	7317	850744	1.23	0.5
ACADEMIC	9198	1036266	1.12	0.4
VOCATIONAL	5704	686911	1.25	0.5
COMMUNITY TYPE:				
URBAN	4655	495857	1.23	0.5
SUBURBAN	11173	1267549	1.16	0.4
RURAL	6520	824919	1.22	0.5

WOULD YOU SAY YOUR PRESENT OR MOST RECENT JOB ENCOURAGES GOOD WORK HABITS?
(PERCENT YES)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	12157	1602760	71.8	79.5	7.7*
SEX:					
MALE	6100	810503	75.7	78.1	2.4*
FEMALE	6057	792257	67.8	81.0	13.2*
SES:					
LOW	2377	294472	72.6	79.9	7.3*
MIDDLE	6098	825884	72.8	80.1	7.4*
HIGH	3360	441923	69.4	78.6	9.2*
RACE:					
WHITE	9684	1342754	71.0	79.4	8.3*
BLACK	1092	137142	77.2	81.3	4.0
ASIAN-AMERICAN	124	14189	65.1	78.9	13.7
AMERICAN INDIAN	73	10034	75.5	76.7	1.2
MEXICAN-AMERICAN	715	52351	79.4	83.7	4.3
PUERTO RICAN	93	9167	70.5	73.4	2.8
OTHER HISPANIC	362	35570	70.9	76.3	5.4
SCHOOL TYPE:					
PUBLIC	10576	1435184	72.0	79.9	7.9*
PRIVATE	339	43781	71.7	70.3	-1.4
CATHOLIC	1242	123794	70.1	78.8	8.7*
GEOGRAPHIC REGION:					
NORTHEAST	2710	372553	67.1	76.3	9.2*
NORTH CENTRAL	3960	517374	71.9	80.4	8.5*
SOUTH	3434	461865	74.6	80.8	6.3*
WEST	2053	250967	73.6	80.3	6.7*
CURRICULUM:					
GENERAL	3789	500840	73.6	78.1	4.5*
ACADEMIC	5148	660196	69.7	79.5	9.9*
VOCATIONAL	3156	433647	72.9	81.2	8.3*
COMMUNITY TYPE:					
URBAN	2138	265538	73.5	78.8	5.3*
SUBURBAN	6266	802999	69.3	79.4	10.1*
RURAL	3753	534222	74.7	80.2	5.4*

APPENDIX E-63

WOULD YOU SAY YOUR PRESENT OR MOST RECENT JOB IS A PLACE WHERE PEOPLE GOOF OFF? (PERCENT NO)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	11522	1522353	84.4	87.1	2.6*
SEX:					
MALE	5775	768650	84.6	86.3	1.8*
FEMALE	5747	753703	84.3	87.8	3.5*
SES:					
LOW	2209	275218	84.2	88.4	4.3*
MIDDLE	5807	788925	84.4	87.1	2.7*
HIGH	3222	423646	85.0	86.2	1.2
RACE:					
WHITE	9269	1284963	84.6	87.3	2.7*
BLACK	979	122491	83.4	85.3	1.9
ASIAN-AMERICAN	119	13574	85.1	84.0	-1.1
AMERICAN INDIAN	72	9726	84.3	80.6	-3.7
MEXICAN-AMERICAN	648	47872	83.0	88.7	5.8*
PUERTO RICAN	88	8804	83.8	86.3	2.5
OTHER HISPANIC	336	33657	84.0	85.4	1.4
SCHOOL TYPE:					
PUBLIC	10001	1360805	84.4	87.2	2.8*
PRIVATE	327	42128	86.1	86.2	0.1
CATHOLIC	1194	119419	84.3	86.3	2.1
GEOGRAPHIC REGION:					
NORTHEAST	2598	357709	85.3	86.5	1.2
NORTH CENTRAL	3762	491867	82.2	87.2	5.0*
SOUTH	3214	433730	86.3	87.2	0.9
WEST	1948	239047	84.4	87.5	3.1*
CURRICULUM:					
GENERAL	3586	475974	83.8	85.4	1.6
ACADEMIC	4941	634428	85.5	87.6	2.1*
VOCATIONAL	2939	405063	83.5	88.1	4.6*
COMMUNITY TYPE:					
URBAN	2000	248933	84.2	86.1	1.9
SUBURBAN	5988	769389	83.7	85.8	2.1*
RURAL	3534	504031	85.6	89.4	3.8*

WOULD YOU SAY YOUR PRESENT OR MOST RECENT JOB IS SOMETHING YOU DO JUST FOR THE MONEY?
(PERCENT NO)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL PERCENT	1982 SENIORS PERCENT	1982-1980 DIFFERENCE DIFFERENCE
TOTAL	13120	1728585	36.8	39.7	2.9*
SEX:					
MALE	6639	880814	34.2	36.3	2.1
FEMALE	6481	847771	39.5	43.2	3.7*
SES:					
LOW	2541	314225	36.5	42.6	6.0*
MIDDLE	6559	889793	37.7	39.4	1.7
HIGH	3673	481573	35.6	38.4	2.8
RACE:					
WHITE	10505	1454130	37.4	40.2	2.7*
BLACK	1149	143792	32.8	34.4	1.6
ASIAN-AMERICAN	136	15277	30.8	34.4	3.7
AMERICAN INDIAN	88	11896	33.2	43.5	10.3
MEXICAN-AMERICAN	748	54715	36.4	43.2	6.8*
PUERTO RICAN	103	10161	39.0	31.2	-7.9
OTHER HISPANIC	375	36849	33.0	38.7	5.6
SCHOOL TYPE:					
PUBLIC	11402	1549159	36.8	39.9	3.1*
PRIVATE	371	47517	37.4	35.1	-2.3
CATHOLIC	1347	131909	37.0	38.4	1.4
GEOGRAPHIC REGION:					
NORTHEAST	2971	408744	35.4	37.4	2.1
NORTH CENTRAL	4236	552022	37.8	41.1	3.3*
SOUTH	3667	495014	37.2	40.0	2.8
WEST	2246	272806	36.4	39.6	3.3
CURRICULUM:					
GENERAL	4142	546021	35.7	37.6	1.9
ACADEMIC	5607	720606	36.1	37.9	1.8
VOCATIONAL	3303	453706	39.3	44.8	5.5*
COMMUNITY TYPE:					
URBAN	2316	288436	35.1	37.5	2.4
SUBURBAN	6798	869812	35.0	39.6	4.6*
RURAL	4006	570337	40.5	40.8	0.3

WOULD YOU SAY YOUR PRESENT OR MOST RECENT JOB IS MORE IMPORTANT FOR YOU THAN SCHOOL? (PERCENT YES)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	11541	1525379	9.5	14.7	5.3*
SEX:					
MALE	5783	769913	13.6	17.7	4.2*
FEMALE	5758	755466	5.3	11.7	6.4*
SES:					
LOW	2218	275635	10.6	15.0	4.4*
MIDDLE	5818	789839	10.7	17.0	6.3*
HIGH	3218	424077	6.4	10.1	3.8*
RACE:					
WHITE	9295	1289510	9.8	15.6	5.8*
BLACK	972	122050	6.1	6.2	0.0
ASIAN-AMERICAN	123	13895	5.9	11.7	5.8
AMERICAN INDIAN	72	9571	16.6	24.8	8.2
MEXICAN-AMERICAN	654	48072	7.6	12.7	5.2*
PUERTO RICAN	83	8025	5.7	8.4	2.7
OTHER HISPANIC	331	32999	9.7	14.6	4.9
SCHOOL TYPE:					
PUBLIC	10031	1364893	9.8	15.2	5.5*
PRIVATE	327	41842	7.1	16.7	9.6*
CATHOLIC	1183	118644	6.9	8.4	1.5
GEOGRAPHIC REGION:					
NORTHEAST	2586	356615	10.2	15.0	4.9*
NORTH CENTRAL	3776	494354	9.6	17.6	8.0*
SOUTH	3216	433517	9.3	12.1	2.8*
WEST	1963	240893	8.6	13.3	4.7*
CURRICULUM:					
GENERAL	3581	474295	12.3	19.0	6.7*
ACADEMIC	4932	634045	4.9	6.0	1.0
VOCATIONAL	2977	410745	13.3	23.3	10.0*
COMMUNITY TYPE:					
URBAN	1992	247863	6.6	10.2	3.6*
SUBURBAN	5979	768808	8.8	14.3	5.5*
RURAL	3570	508708	11.8	17.6	5.8*

APPENDIX E-66

WOULD YOU SAY YOUR PRESENT OR MOST RECENT JOB IS MORE ENJOYABLE THAN SCHOOL?
(PERCENT YES)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	11861	1566960	55.1	50.4	-4.7*
SEX:					
MALE	5922	786707	56.4	51.0	-5.4*
FEMALE	5939	780253	53.7	49.7	-4.0*
SES:					
LOW	2293	286297	55.3	48.5	-6.9*
MIDDLE	5985	811307	56.4	52.2	-4.2*
HIGH	3280	432007	51.9	47.9	-4.0*
RACE:					
WHITE	9549	1325313	56.6	52.1	-4.5*
BLACK	999	124862	44.1	36.2	-7.9*
ASIAN-AMERICAN	120	13589	41.6	29.9	-11.7
AMERICAN INDIAN	77	9857	53.3	54.1	0.8
MEXICAN-AMERICAN	667	48245	49.0	44.9	-4.1
PUERTO RICAN	90	8816	56.6	39.1	-17.5
OTHER HISPANIC	348	35022	50.9	52.8	2.0
SCHOOL TYPE:					
PUBLIC	10304	1402500	54.5	50.7	-3.8*
PRIVATE	338	43183	56.0	46.8	-9.1
CATHOLIC	1219	121277	60.8	47.4	-13.4*
GEOGRAPHIC REGION:					
NORTHEAST	2676	369112	58.8	50.7	-8.2*
NORTH CENTRAL	3892	509793	57.5	52.8	-4.8*
SOUTH	3304	445118	51.6	48.5	-3.1
WEST	1989	242938	50.5	48.3	-2.2
CURRICULUM:					
GENERAL	3737	495373	59.4	55.7	-3.7*
ACADEMIC	5024	645963	48.5	41.1	-7.4*
VOCATIONAL	3043	418573	59.9	58.3	-1.5
COMMUNITY TYPE:					
URBAN	2028	252065	51.4	44.4	-7.0*
SUBURBAN	6163	792605	55.1	51.0	-4.0*
RURAL	3670	522289	56.8	52.3	-4.6*

APPENDIX E-67

IN DETERMINING THE KIND OF WORK YOU PLAN TO BE DOING, HOW IMPORTANT WAS WORK THAT SEEMS IMPORTANT AND INTERESTING?
(NOT IMPORTANT; 3=VERY IMPORTANT)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	21447	2484937	2.80	0.4
SEX:				
MALE	10365	1213803	2.74	0.5
FEMALE	11082	1271134	2.86	0.4
SES:				
LOW	4240	460040	2.75	0.5
MIDDLE	9646	1149380	2.81	0.4
HIGH	5285	608087	2.85	0.4
RACE:				
WHITE	15911	1982841	2.81	0.4
BLACK	2557	273804	2.77	0.5
ASIAN-AMERICAN	291	29448	2.84	0.4
AMERICAN INDIAN	172	20080	2.77	0.4
MEXICAN-AMERICAN	1394	86913	2.75	0.5
PUERTO RICAN	265	22589	2.71	0.5
OTHER HISPANIC	801	63911	2.76	0.5
SCHOOL TYPE:				
PUBLIC	18555	2226939	2.80	0.4
PRIVATE	721	75809	2.84	0.4
CATHOLIC	2171	182189	2.85	0.4
GEOGRAPHIC REGION:				
NORTHEAST	5191	624033	2.81	0.4
NORTH CENTRAL	6426	744736	2.80	0.4
SOUTH	6173	728530	2.77	0.5
WEST	3657	387639	2.83	0.4
CURRICULUM:				
GENERAL	6950	807758	2.76	0.5
ACADEMIC	8949	1008797	2.86	0.4
VOCATIONAL	5424	654830	2.76	0.5
COMMUNITY TYPE:				
URBAN	4409	471019	2.81	0.4
SUBURBAN	10760	1213790	2.81	0.4
RURAL	6278	800129	2.78	0.5

APPENDIX E-68

IN DETERMINING THE KIND OF WORK YOU PLAN TO BE DOING, HOW IMPORTANT WAS MEETING AND WORKING WITH SOCIABLE, FRIENDLY PEOPLE?

(NOT IMPORTANT; 3=VERY IMPORTANT)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	21499	2491044	2.60	0.6
SEX:				
MALE	10383	1215522	2.51	0.6
FEMALE	11116	1275521	2.69	0.5
SES:				
LOW	4248	461316	2.62	0.6
MIDDLE	9679	1153114	2.60	0.6
HIGH	5294	609048	2.60	0.6
RACE:				
WHITE	15940	1986442	2.59	0.6
BLACK	2577	276048	2.63	0.6
ASIAN-AMERICAN	292	29643	2.59	0.6
AMERICAN INDIAN	174	20344	2.56	0.6
MEXICAN-AMERICAN	1395	87010	2.65	0.5
PUERTO RICAN	265	22354	2.63	0.5
OTHER HISPANIC	801	63851	2.62	0.6
SCHOOL TYPE:				
PUBLIC	18607	2233254	2.60	0.6
PRIVATE	719	75611	2.56	0.6
CATHOLIC	2173	182179	2.62	0.6
GEOGRAPHIC REGION:				
NORTHEAST	5208	625245	2.62	0.6
NORTH CENTRAL	6444	746271	2.57	0.6
SOUTH	6185	730964	2.61	0.6
WEST	3662	388564	2.61	0.6
CURRICULUM:				
GENERAL	6983	812179	2.59	0.6
ACADEMIC	8959	1009182	2.59	0.6
VOCATIONAL	5433	656131	2.63	0.6
COMMUNITY TYPE:				
URBAN	4429	473136	2.60	0.6
SUBURBAN	10780	1216127	2.61	0.6
RURAL	6290	801780	2.59	0.6

APPENDIX E-69

IN DETERMINING THE KIND OF WORK YOU PLAN TO BE DOING, HOW IMPORTANT WAS JOB SECURITY AND PERMANENCE?
(NOT IMPORTANT; 3=VERY IMPORTANT)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	21217	2461342	2.55	0.6
SEX:				
MALE	10243	1202093	2.54	0.6
FEMALE	10974	1259249	2.55	0.6
SES:				
LOW	4191	455326	2.53	0.6
MIDDLE	9538	1137472	2.57	0.6
HIGH	5239	603137	2.52	0.6
RACE:				
WHITE	15759	1965965	2.54	0.6
BLACK	2525	270533	2.59	0.6
ASIAN-AMERICAN	288	29167	2.59	0.6
AMERICAN INDIAN	174	20338	2.49	0.6
MEXICAN-AMERICAN	1372	85377	2.52	0.6
PUERTO RICAN	256	21584	2.52	0.6
OTHER HISPANIC	788	62878	2.50	0.6
SCHOOL TYPE:				
PUBLIC	18357	2206037	2.55	0.6
PRIVATE	714	74749	2.43	0.7
CATHOLIC	2146	180556	2.54	0.6
GEOGRAPHIC REGION:				
NORTHEAST	5128	617306	2.56	0.6
NORTH CENTRAL	6376	739201	2.54	0.6
SOUTH	6100	721008	2.55	0.6
WEST	3613	383827	2.54	0.6
CURRICULUM:				
GENERAL	6871	800281	2.52	0.6
ACADEMIC	8865	999322	2.55	0.6
VOCATIONAL	5361	648461	2.57	0.6
COMMUNITY TYPE:				
URBAN	4362	466760	2.57	0.6
SUBURBAN	10626	1200127	2.55	0.6
RURAL	6229	794455	2.53	0.6

APPENDIX E-70

IN DETERMINING THE KIND OF WORK YOU PLAN TO BE DOING, HOW IMPORTANT WAS FREEDOM TO MAKE YOUR OWN DECISIONS?
(NOT IMPORTANT; 3=VERY IMPORTANT)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	21373	2477827	2.54	0.6
SEX:				
MALE	10317	1209174	2.53	0.6
FEMALE	11056	1268653	2.56	0.5
SES:				
LOW	4219	458036	2.54	0.6
MIDDLE	9625	1147192	2.52	0.6
HIGH	5273	607467	2.58	0.5
RACE:				
WHITE	15863	1977147	2.54	0.6
BLACK	2556	274039	2.61	0.6
ASIAN-AMERICAN	292	29592	2.60	0.5
AMERICAN INDIAN	172	20200	2.51	0.6
MEXICAN-AMERICAN	1380	85936	2.52	0.6
PUERTO RICAN	262	22129	2.51	0.5
OTHER HISPANIC	792	63252	2.55	0.5
SCHOOL TYPE:				
PUBLIC	18497	2220813	2.54	0.6
PRIVATE	715	75644	2.63	0.5
CATHOLIC	2161	181370	2.55	0.6
GEOGRAPHIC REGION:				
NORTHEAST	5167	621683	2.54	0.6
NORTH CENTRAL	6424	744001	2.52	0.6
SOUTH	6142	725889	2.56	0.6
WEST	3640	386254	2.57	0.5
CURRICULUM:				
GENERAL	6936	806899	2.53	0.6
ACADEMIC	8910	1004334	2.55	0.5
VOCATIONAL	5407	653337	2.54	0.6
COMMUNITY TYPE:				
URBAN	4392	469338	2.56	0.6
SUBURBAN	10726	1211023	2.54	0.6
RURAL	6255	797466	2.53	0.6

APPENDIX E-71

IN DETERMINING THE KIND OF WORK YOU PLAN TO BE DOING, HOW IMPORTANT WAS GOOD INCOME TO START OR WITHIN A FEW YEARS?
(NOT IMPORTANT; 3=VERY IMPORTANT)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	21554	2498810	2.38	0.6
SEX:				
MALE	10427	1221629	2.41	0.6
FEMALE	11127	1277181	2.35	0.6
SES:				
LOW	4259	462259	2.42	0.6
MIDDLE	9695	1155639	2.38	0.6
HIGH	5307	610696	2.34	0.6
RACE:				
WHITE	15981	1992578	2.35	0.6
BLACK	2586	277009	2.54	0.6
ASIAN-AMERICAN	293	29652	2.36	0.6
AMERICAN INDIAN	172	20137	2.37	0.6
MEXICAN-AMERICAN	1398	87189	2.39	0.6
PUERTO RICAN	268	22933	2.45	0.6
OTHER HISPANIC	800	63771	2.46	0.6
SCHOOL TYPE:				
PUBLIC	18657	2240451	2.39	0.6
PRIVATE	721	75902	2.23	0.7
CATHOLIC	2176	182457	2.32	0.6
GEOGRAPHIC REGION:				
NORTHEAST	5225	627990	2.41	0.6
NORTH CENTRAL	6454	747947	2.35	0.6
SOUTH	6200	732734	2.41	0.6
WEST	3675	390139	2.34	0.6
CURRICULUM:				
GENERAL	6992	813441	2.39	0.6
ACADEMIC	8985	1012792	2.33	0.6
VOCATIONAL	5453	659025	2.46	0.6
COMMUNITY TYPE:				
URBAN	4439	474189	2.42	0.6
SUBURBAN	10816	1221336	2.36	0.6
RURAL	6299	803285	2.39	0.6

IN DETERMINING THE KIND OF WORK YOU PLAN TO BE DOING, HOW IMPORTANT WAS PREVIOUS WORK EXPERIENCE IN THE AREA?
(NOT IMPORTANT; 3=VERY IMPORTANT)

1982 SENIORS

	SAMPLE N	WEIGHTED N	MEAN	S.D.
TOTAL	21575	2500254	2.04	0.7
SEX:				
MALE	10435	1221712	2.02	0.8
FEMALE	11140	1278542	2.06	0.7
SES:				
LOW	4272	463511	2.13	0.7
MIDDLE	9698	1155570	2.05	0.7
HIGH	5313	611302	1.92	0.8
RACE:				
WHITE	15991	1992736	2.01	0.7
BLACK	2588	277511	2.20	0.7
ASIAN-AMERICAN	293	29491	2.05	0.8
AMERICAN INDIAN	173	20216	2.14	0.7
MEXICAN-AMERICAN	1401	87406	2.13	0.7
PUERTO RICAN	271	23077	2.11	0.7
OTHER HISPANIC	799	63927	2.13	0.7
SCHOOL TYPE:				
PUBLIC	18676	2242088	2.05	0.7
PRIVATE	721	75254	1.90	0.7
CATHOLIC	2178	182911	1.92	0.8
GEOGRAPHIC REGION:				
NORTHEAST	5230	628429	2.04	0.8
NORTH CENTRAL	6464	748602	2.03	0.7
SOUTH	6203	733027	2.04	0.7
WEST	3678	390195	2.06	0.8
CURRICULUM:				
GENERAL	7005	814590	2.07	0.7
ACADEMIC	8980	1011729	1.89	0.8
VOCATIONAL	5466	660266	2.22	0.7
COMMUNITY TYPE:				
URBAN	4443	474302	2.08	0.8
SUBURBAN	10814	1220655	2.01	0.8
RURAL	6318	805297	2.06	0.7

HOW IMPORTANT TO YOU IN YOUR LIFE IS BEING SUCCESSFUL IN YOUR LINE OF WORK?
(1=NOT IMPORTANT; 3=VERY IMPORTANT)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	20140	2588191	2.85	0.4	2.86	0.4	0.4	0.0	0.0
SEX:									
MALE	9617	1259867	2.85	0.4	2.87	0.4	0.4	0.0*	0.1
FEMALE	10523	1328323	2.85	0.4	2.85	0.4	0.4	-0.0	-0.0
SES:									
LOW	4373	526580	2.80	0.4	2.84	0.4	0.4	0.0*	0.1
MIDDLE	9843	1308457	2.86	0.4	2.86	0.4	0.4	0.0	0.0
HIGH	5414	694205	2.89	0.3	2.87	0.4	0.3	-0.0*	-0.1
RACE:									
WHITE	15066	2073945	2.86	0.4	2.85	0.4	0.4	-0.0	-0.0
BLACK	2387	290878	2.86	0.4	2.91	0.3	0.4	0.1*	0.1
ASIAN-AMERICAN	264	28527	2.86	0.4	2.90	0.3	0.4	0.0	0.1
AMERICAN INDIAN	162	20527	2.79	0.5	2.87	0.4	0.4	0.1	0.2
MEXICAN-AMERICAN	1295	87302	2.82	0.4	2.87	0.4	0.4	0.1	0.1
PUERTO RICAN	225	21820	2.74	0.5	2.85	0.4	0.4	0.1	0.2
OTHER HISPANIC	711	61914	2.81	0.5	2.86	0.4	0.4	0.0	0.1
SCHOOL TYPE:									
PUBLIC	17345	2322389	2.85	0.4	2.86	0.4	0.4	0.0	0.0
PRIVATE	652	76781	2.83	0.4	2.79	0.4	0.4	-0.0	-0.1
CATHOLIC	2143	189021	2.87	0.3	2.88	0.3	0.3	0.0	0.0
GEOGRAPHIC REGION:									
NORTHEAST	4647	613794	2.87	0.4	2.86	0.4	0.4	-0.0	-0.0
NORTH CENTRAL	6038	778081	2.84	0.4	2.85	0.4	0.4	0.0	0.0
SOUTH	6069	800048	2.85	0.4	2.87	0.4	0.4	0.0	0.0
WEST	3386	396268	2.86	0.4	2.86	0.4	0.4	0.0	0.0
CURRICULUM:									
GENERAL	6543	846334	2.82	0.4	2.83	0.4	0.4	0.0	0.0
ACADEMIC	8552	1066663	2.89	0.3	2.89	0.3	0.3	-0.0	-0.0
VOCATIONAL	4942	662183	2.83	0.4	2.85	0.4	0.4	0.0	0.1
COMMUNITY TYPE:									
URBAN	3944	467694	2.85	0.4	2.88	0.3	0.4	0.0*	0.1
SUBURBAN	10119	1260769	2.86	0.4	2.86	0.4	0.4	-0.0	-0.0
RURAL	6077	859728	2.84	0.4	2.85	0.4	0.4	0.0	0.0

APPENDIX E-74

HOW IMPORTANT TO YOU IN YOUR LIFE IS BEING ABLE TO FIND STEADY WORK?
(1=NOT IMPORTANT; 3=VERY IMPORTANT)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	19780	2545393	2.84	0.4	2.85	0.4	0.4	0.0*	0.0
SEX:									
MALE	9470	1241382	2.86	0.4	2.87	0.4	0.4	0.0	0.0
FEMALE	10310	1304011	2.82	0.4	2.84	0.4	0.4	0.0*	0.1
SES:									
LOW	4264	514778	2.81	0.4	2.85	0.4	0.4	0.0*	0.1
MIDDLE	9661	1286021	2.85	0.4	2.86	0.4	0.4	0.0	0.0
HIGH	5350	685786	2.84	0.4	2.84	0.4	0.4	0.0	0.0
RACE:									
WHITE	14842	2044419	2.84	0.4	2.85	0.4	0.4	0.0	0.0
BLACK	2307	282027	2.85	0.4	2.87	0.4	0.4	0.0	0.0
ASIAN-AMERICAN	261	28359	2.81	0.4	2.88	0.3	0.4	0.1	0.2
AMERICAN INDIAN	162	20386	2.71	0.5	2.90	0.3	0.4	0.2*	0.4
MEXICAN-AMERICAN	1271	85550	2.83	0.4	2.86	0.4	0.4	0.0	0.1
PUERTO RICAN	219	21094	2.83	0.4	2.83	0.4	0.4	-0.0	-0.0
OTHER HISPANIC	689	60300	2.81	0.5	2.80	0.5	0.5	-0.0	-0.0
SCHOOL TYPE:									
PUBLIC	17032	2283718	2.84	0.4	2.85	0.4	0.4	0.0*	0.0
PRIVATE	644	75261	2.83	0.4	2.77	0.5	0.4	-0.1	-0.1
CATHOLIC	2104	186413	2.84	0.4	2.86	0.4	0.4	0.0	0.0
GEOGRAPHIC REGION:									
NORTHEAST	4572	605045	2.85	0.4	2.86	0.4	0.4	0.0	0.0
NORTH CENTRAL	5936	766003	2.84	0.4	2.86	0.4	0.4	0.0*	0.1
SOUTH	5937	783824	2.83	0.4	2.85	0.4	0.4	0.0	0.0
WEST	3335	390520	2.82	0.4	2.83	0.4	0.4	0.0	0.0
CURRICULUM:									
GENERAL	6427	832245	2.82	0.4	2.85	0.4	0.4	0.0	0.1
ACADEMIC	8429	1052728	2.85	0.4	2.86	0.4	0.4	0.0	0.0
VOCATIONAL	4826	648019	2.83	0.4	2.85	0.4	0.4	0.0	0.1
COMMUNITY TYPE:									
URBAN	3846	457131	2.83	0.4	2.85	0.4	0.4	0.0	0.1
SUBURBAN	9951	1241636	2.84	0.4	2.86	0.4	0.4	0.0	0.0
RURAL	5983	846625	2.84	0.4	2.85	0.4	0.4	0.0	0.0

APPENDIX E-75

HOW IMPORTANT TO YOU IN YOUR LIFE IS FINDING THE RIGHT PERSON TO MARRY AND HAVING A HAPPY FAMILY LIFE?
(1=NOT IMPORTANT; 3=VERY IMPORTANT)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS		POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
			MEAN	S.D.	MEAN	S.D.			
TOTAL	20105	2584465	2.80	0.5	2.81	0.5	0.5	0.0	0.0
SEX:									
MALE	9590	1257157	2.76	0.5	2.79	0.5	0.5	0.0	0.0
FEMALE	10515	1327308	2.84	0.4	2.84	0.4	0.4	0.0	0.0
SES:									
LOW	4372	526422	2.76	0.5	2.80	0.5	0.5	0.0	0.1
MIDDLE	9826	1306383	2.81	0.5	2.83	0.5	0.5	0.0	0.0
HIGH	5393	692189	2.81	0.5	2.80	0.5	0.5	-0.0	-0.0
RACE:									
WHITE	15038	2070152	2.82	0.5	2.82	0.5	0.5	0.0	0.0
BLACK	2379	290885	2.72	0.6	2.75	0.6	0.6	0.0	0.0
ASIAN-AMERICAN	264	28694	2.77	0.5	2.82	0.4	0.5	0.1	0.1
AMERICAN INDIAN	164	20662	2.63	0.7	2.77	0.5	0.6	0.1	0.2
MEXICAN-AMERICAN	1298	87490	2.76	0.5	2.84	0.4	0.5	0.1*	0.2
PUERTO RICAN	223	21490	2.77	0.5	2.82	0.5	0.5	0.1	0.1
OTHER HISPANIC	710	61832	2.77	0.5	2.81	0.5	0.5	0.0	0.1
SCHOOL TYPE:									
PUBLIC	17324	2320281	2.80	0.5	2.81	0.5	0.5	0.0*	0.0
PRIVATE	649	76058	2.81	0.5	2.78	0.5	0.5	-0.0	-0.1
CATHOLIC	2132	188126	2.84	0.4	2.83	0.4	0.4	-0.0	-0.0
GEOGRAPHIC REGION:									
NORTHEAST	4640	612847	2.79	0.5	2.81	0.5	0.5	0.0	0.0
NORTH CENTRAL	6021	776135	2.80	0.5	2.82	0.5	0.5	0.0	0.0
SOUTH	6063	800104	2.81	0.5	2.82	0.5	0.5	0.0	0.0
WEST	3381	395379	2.79	0.5	2.80	0.5	0.5	0.0	0.0
CURRICULUM:									
GENERAL	6534	844605	2.79	0.5	2.81	0.5	0.5	0.0	0.0
ACADEMIC	8524	1063765	2.81	0.5	2.82	0.5	0.5	0.0	0.0
VOCATIONAL	4946	663342	2.79	0.5	2.80	0.5	0.5	0.0	0.0
COMMUNITY TYPE:									
URBAN	3943	468572	2.78	0.5	2.78	0.5	0.5	0.0	0.0
SUBURBAN	10095	1258340	2.81	0.5	2.82	0.5	0.5	0.0	0.0
RURAL	6067	857553	2.80	0.5	2.82	0.5	0.5	0.0	0.0

HOW IMPORTANT TO YOU IN YOUR LIFE IS HAVING STRONG FRIENDSHIPS?
(1=NOT IMPORTANT; 3=VERY IMPORTANT)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	20049	2577998	2.82	0.4	2.79	0.4	0.4	-0.0*	-0.1
SEX:									
MALE	9559	1253551	2.79	0.4	2.80	0.4	0.4	0.0	0.0
FEMALE	10490	1324448	2.84	0.4	2.79	0.4	0.4	-0.1*	-0.1
SES:									
LOW	4344	523660	2.74	0.5	2.70	0.5	0.5	-0.0*	-0.1
MIDDLE	9798	1303052	2.82	0.4	2.79	0.4	0.4	-0.0*	-0.1
HIGH	5396	691802	2.87	0.4	2.87	0.4	0.4	-0.0	-0.0
RACE:									
WHITE	15014	2067091	2.85	0.4	2.83	0.4	0.4	-0.0*	-0.1
BLACK	2365	288479	2.61	0.6	2.55	0.6	0.6	-0.1*	-0.1
ASIAN-AMERICAN	263	28516	2.82	0.5	2.83	0.4	0.4	0.0	0.0
AMERICAN INDIAN	164	20686	2.71	0.5	2.73	0.5	0.5	0.0	0.0
MEXICAN-AMERICAN	1287	86910	2.76	0.5	2.73	0.5	0.5	-0.0	-0.1
PUERTO RICAN	223	21364	2.65	0.6	2.65	0.6	0.6	-0.0	-0.0
OTHER HISPANIC	704	61693	2.73	0.5	2.72	0.5	0.5	-0.0	-0.0
SCHOOL TYPE:									
PUBLIC	17266	2313037	2.81	0.4	2.78	0.5	0.4	-0.0*	-0.1
PRIVATE	647	76232	2.88	0.3	2.87	0.4	0.3	-0.0	-0.0
CATHOLIC	2136	188730	2.89	0.3	2.89	0.3	0.3	-0.0	-0.0
GEOGRAPHIC REGION:									
NORTHEAST	4631	612488	2.82	0.4	2.81	0.4	0.4	-0.0	-0.0
NORTH CENTRAL	6004	773931	2.83	0.4	2.81	0.4	0.4	-0.0	-0.0
SOUTH	6033	795616	2.79	0.5	2.74	0.5	0.5	-0.0*	-0.1
WEST	3381	395963	2.83	0.4	2.83	0.4	0.4	0.0	0.0
CURRICULUM:									
GENERAL	6503	841132	2.81	0.4	2.77	0.5	0.4	-0.0*	-0.1
ACADEMIC	8524	1064134	2.86	0.4	2.84	0.4	0.4	-0.0	-0.0
VOCATIONAL	4919	659719	2.77	0.5	2.75	0.5	0.5	-0.0	-0.0
COMMUNITY TYPE:									
URBAN	3918	465316	2.75	0.5	2.73	0.5	0.5	-0.0	-0.0
SUBURBAN	10074	1255769	2.84	0.4	2.82	0.4	0.4	-0.0*	-0.0
RURAL	6057	856913	2.82	0.4	2.79	0.4	0.4	-0.0*	-0.1

HOW IMPORTANT TO YOU IN YOUR LIFE IS HAVING LEISURE TIME TO ENJOY YOUR OWN INTERESTS?
(1=NOT IMPORTANT; 3=VERY IMPORTANT)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL MEAN	S.D.	1982 SENIORS MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	20033	2576856	2.69	0.5	2.69	0.5	0.5	-0.0	-0.0
SEX:									
MALE	9549	1252805	2.70	0.5	2.69	0.5	0.5	-0.0	-0.0
FEMALE	10484	1324051	2.68	0.5	2.68	0.5	0.5	0.0	0.0
SES:									
LOW	4344	523790	2.61	0.6	2.61	0.5	0.5	0.0	0.0
MIDDLE	9786	1302213	2.69	0.5	2.69	0.5	0.5	0.0	0.0
HIGH	5389	691129	2.76	0.4	2.75	0.4	0.4	-0.0	-0.0
RACE:									
WHITE	15000	2065161	2.71	0.5	2.70	0.5	0.5	-0.0	-0.0
BLACK	2368	289755	2.65	0.5	2.63	0.5	0.5	-0.0	-0.0
ASIAN-AMERICAN	261	28375	2.69	0.5	2.74	0.5	0.5	0.0	0.1
AMERICAN INDIAN	162	20412	2.59	0.6	2.54	0.6	0.6	-0.1	-0.1
MEXICAN-AMERICAN	1286	86836	2.53	0.6	2.59	0.5	0.6	0.1	0.1
PUERTO RICAN	224	21545	2.63	0.5	2.62	0.6	0.5	-0.0	-0.0
OTHER HISPANIC	702	61493	2.62	0.6	2.66	0.5	0.5	0.0	0.1
SCHOOL TYPE:									
PUBLIC	17255	2311745	2.69	0.5	2.68	0.5	0.5	-0.0	-0.0
PRIVATE	650	76781	2.72	0.5	2.72	0.5	0.5	0.0	0.0
CATHOLIC	2128	188331	2.72	0.5	2.73	0.5	0.5	0.0	0.0
GEOGRAPHIC REGION:									
NORTHEAST	4636	613410	2.72	0.5	2.71	0.5	0.5	-0.0	-0.0
NORTH CENTRAL	6002	773986	2.69	0.5	2.70	0.5	0.5	0.0	0.0
SOUTH	6027	795581	2.66	0.5	2.65	0.5	0.5	-0.0	-0.0
WEST	3368	393879	2.69	0.5	2.70	0.5	0.5	0.0	0.0
CURRICULUM:									
GENERAL	6505	842254	2.67	0.5	2.67	0.5	0.5	0.0	0.0
ACADEMIC	8505	1061778	2.74	0.5	2.73	0.5	0.5	-0.0	-0.0
VOCATIONAL	4922	660112	2.65	0.5	2.64	0.5	0.5	-0.0	-0.0
COMMUNITY TYPE:									
URBAN	3917	466160	2.66	0.5	2.67	0.5	0.5	0.0	0.0
SUBURBAN	10069	1255883	2.71	0.5	2.71	0.5	0.5	-0.0	-0.0
RURAL	6047	854814	2.68	0.5	2.67	0.5	0.5	-0.0	-0.0

HOW IMPORTANT TO YOU IN YOUR LIFE IS BEING ABLE TO GIVE YOUR CHILDREN BETTER OPPORTUNITIES THAN YOU'VE HAD?
(1=NOT IMPORTANT; 3=VERY IMPORTANT)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	19862	2553795	2.67	0.5	2.65	0.6	0.6	-0.0*	-0.0
SEX:									
MALE	9483	1242441	2.68	0.5	2.66	0.6	0.6	-0.0	-0.0
FEMALE	10379	1311355	2.67	0.6	2.65	0.5	0.5	-0.0	-0.0
SES:									
LOW	4307	518790	2.75	0.5	2.75	0.5	0.5	0.0	0.0
MIDDLE	9722	1293444	2.68	0.5	2.66	0.5	0.5	-0.0	-0.0
HIGH	5332	683374	2.61	0.6	2.55	0.6	0.6	-0.1*	-0.1
RACE:									
WHITE	14875	2048299	2.65	0.6	2.62	0.6	0.6	-0.0*	-0.0
BLACK	2340	286125	2.80	0.5	2.83	0.4	0.5	0.0	0.1
ASIAN-AMERICAN	258	27748	2.74	0.5	2.78	0.5	0.5	0.0	0.1
AMERICAN INDIAN	161	20197	2.72	0.5	2.71	0.5	0.5	-0.0	-0.0
MEXICAN-AMERICAN	1282	86542	2.77	0.5	2.79	0.5	0.5	0.0	0.0
PUERTO RICAN	220	21068	2.83	0.4	2.82	0.4	0.4	-0.0	-0.0
OTHER HISPANIC	696	60539	2.73	0.5	2.70	0.5	0.5	-0.0	-0.0
SCHOOL TYPE:									
PUBLIC	17110	2292102	2.68	0.5	2.66	0.5	0.5	-0.0	-0.0
PRIVATE	643	75781	2.57	0.6	2.49	0.7	0.6	-0.1	-0.1
CATHOLIC	2109	185913	2.64	0.6	2.61	0.6	0.6	-0.0	-0.0
GEOGRAPHIC REGION:									
NORTHEAST	4582	605764	2.66	0.6	2.65	0.6	0.6	-0.0	-0.0
NORTH CENTRAL	5963	769169	2.63	0.6	2.60	0.6	0.6	-0.0	-0.1
SOUTH	5975	787726	2.74	0.5	2.74	0.5	0.5	-0.0	-0.0
WEST	3342	391136	2.64	0.6	2.62	0.6	0.6	-0.0	-0.0
CURRICULUM:									
GENERAL	6436	832756	2.69	0.5	2.67	0.5	0.5	-0.0	-0.0
ACADEMIC	8438	1052834	2.64	0.6	2.61	0.6	0.6	-0.0*	-0.1
VOCATIONAL	4886	655443	2.70	0.5	2.70	0.5	0.5	-0.0	-0.0
COMMUNITY TYPE:									
URBAN	3876	460423	2.71	0.5	2.72	0.5	0.5	0.0	0.0
SUBURBAN	9981	1244258	2.66	0.6	2.63	0.6	0.6	-0.0*	-0.0
RURAL	6005	849115	2.67	0.5	2.65	0.6	0.6	-0.0	-0.0

HOW IMPORTANT TO YOU IN YOUR LIFE IS HAVING CHILDREN?
(1=NOT IMPORTANT; 3=VERY IMPORTANT)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	19911	2560255	2.24	0.7	2.27	0.7	0.7	0.0	0.0
SEX:									
MALE	9480	1243544	2.22	0.7	2.20	0.7	0.7	-0.0	-0.0
FEMALE	10431	1316711	2.26	0.7	2.33	0.7	0.7	0.1*	0.1
SES:									
LOW	4310	519859	2.18	0.7	2.24	0.7	0.7	0.1*	0.1
MIDDLE	9737	1295596	2.26	0.7	2.28	0.7	0.7	0.0	0.0
HIGH	5363	687063	2.28	0.7	2.27	0.7	0.7	-0.0	-0.0
RACE:									
WHITE	14929	2054721	2.28	0.7	2.29	0.7	0.7	0.0	0.0
BLACK	2328	284205	2.02	0.8	2.11	0.7	0.8	0.1*	0.1
ASIAN-AMERICAN	261	28375	2.19	0.7	2.27	0.7	0.7	0.1	0.1
AMERICAN INDIAN	160	20354	2.08	0.7	2.09	0.7	0.7	0.0	0.0
MEXICAN-AMERICAN	1276	86212	2.21	0.7	2.26	0.7	0.7	0.0	0.1
PUERTO RICAN	224	21545	2.22	0.7	2.21	0.7	0.7	-0.0	-0.0
OTHER HISPANIC	704	61583	2.24	0.7	2.27	0.7	0.7	0.0	0.0
SCHOOL TYPE:									
PUBLIC	17141	2296176	2.23	0.7	2.26	0.7	0.7	0.0	0.0
PRIVATE	645	76319	2.25	0.7	2.28	0.7	0.7	0.0	0.0
CATHOLIC	2125	187760	2.38	0.7	2.40	0.7	0.7	0.0	0.0
GEOGRAPHIC REGION:									
NORTHEAST	4614	610331	2.27	0.7	2.29	0.7	0.7	0.0	0.0
NORTH CENTRAL	5975	770617	2.25	0.7	2.28	0.7	0.7	0.0	0.0
SOUTH	5979	788353	2.22	0.7	2.25	0.7	0.7	0.0	0.0
WEST	3343	390954	2.23	0.7	2.25	0.7	0.7	0.0	0.0
CURRICULUM:									
GENERAL	6456	835050	2.24	0.7	2.26	0.7	0.7	0.0	0.0
ACADEMIC	8479	1058805	2.26	0.7	2.28	0.7	0.7	0.0	0.0
VOCATIONAL	4876	653932	2.22	0.7	2.25	0.7	0.7	0.0	0.0
COMMUNITY TYPE:									
URBAN	3888	462630	2.22	0.7	2.23	0.7	0.7	0.0	0.0
SUBURBAN	10017	1248318	2.27	0.7	2.30	0.7	0.7	0.0	0.0
RURAL	6006	849307	2.22	0.7	2.24	0.7	0.7	0.0	0.0

HOW IMPORTANT TO YOU IN YOUR LIFE IS HAVING LOTS OF MONEY?
(1=NOT IMPORTANT; 3=VERY IMPORTANT)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	20038	2575793	2.23	0.6	2.22	0.6	0.6	-0.0	-0.0
SEX:									
MALE	9564	1252982	2.36	0.6	2.34	0.6	0.6	-0.0	-0.0
FEMALE	10474	1322811	2.11	0.6	2.11	0.6	0.6	0.0	0.0
SES:									
LOW	4324	520895	2.22	0.6	2.21	0.6	0.6	-0.0	-0.0
MIDDLE	9809	1304491	2.22	0.6	2.21	0.6	0.6	-0.0	-0.0
HIGH	5390	690683	2.25	0.6	2.24	0.6	0.6	-0.0	-0.0
RACE:									
WHITE	15001	2065028	2.20	0.6	2.19	0.6	0.6	-0.0	-0.0
BLACK	2367	288774	2.39	0.6	2.40	0.6	0.6	0.0	0.0
ASIAN-AMERICAN	263	28516	2.27	0.5	2.32	0.6	0.6	0.0	0.1
AMERICAN INDIAN	164	20583	2.22	0.6	2.34	0.6	0.6	0.1	0.2
MEXICAN-AMERICAN	1287	86530	2.26	0.6	2.26	0.6	0.6	0.0	0.0
PUERTO RICAN	222	21132	2.29	0.7	2.27	0.6	0.6	-0.0	-0.0
OTHER HISPANIC	704	61950	2.27	0.6	2.28	0.6	0.6	0.0	0.0
SCHOOL TYPE:									
PUBLIC	17257	2310960	2.24	0.6	2.23	0.6	0.6	-0.0	-0.0
PRIVATE	647	76261	2.14	0.6	2.12	0.6	0.6	-0.0	-0.0
CATHOLIC	2134	188571	2.19	0.6	2.23	0.6	0.6	0.0	0.1
GEOGRAPHIC REGION:									
NORTHEAST	4621	610708	2.28	0.6	2.25	0.6	0.6	-0.0	-0.0
NORTH CENTRAL	6004	773552	2.19	0.6	2.19	0.6	0.6	0.0	0.0
SOUTH	6038	796230	2.24	0.6	2.23	0.6	0.6	-0.0	-0.0
WEST	3375	395302	2.22	0.6	2.22	0.6	0.6	-0.0	-0.0
CURRICULUM:									
GENERAL	6494	839670	2.25	0.6	2.25	0.6	0.6	-0.0	-0.0
ACADEMIC	8518	1062962	2.20	0.6	2.19	0.6	0.6	-0.0	-0.0
VOCATIONAL	4925	660319	2.26	0.6	2.24	0.6	0.6	-0.0	-0.0
COMMUNITY TYPE:									
URBAN	3918	464486	2.27	0.6	2.26	0.6	0.6	-0.0	-0.0
SUBURBAN	10069	1255041	2.24	0.6	2.23	0.6	0.6	-0.0	-0.0
RURAL	6051	856266	2.20	0.6	2.19	0.6	0.6	-0.0	-0.0

HOW IMPORTANT TO YOU IN YOUR LIFE IS LIVING CLOSE TO PARENTS AND RELATIVES?
(1=NOT IMPORTANT; 3=VERY IMPORTANT)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	19837	2553457	1.98	0.7	1.85	0.6	0.7	-0.1*	-0.2
SEX:									
MALE	9459	1240615	1.97	0.7	1.83	0.7	0.7	-0.1*	-0.2
FEMALE	10378	1312842	1.99	0.7	1.88	0.6	0.7	-0.1*	-0.2
SES:									
LOW	4291	518335	2.00	0.7	1.88	0.7	0.7	-0.1*	-0.2
MIDDLE	9691	1290408	1.99	0.7	1.87	0.6	0.7	-0.1*	-0.2
HIGH	5353	686380	1.94	0.7	1.80	0.6	0.7	-0.1*	-0.2
RACE:									
WHITE	14896	2050264	1.98	0.7	1.85	0.6	0.7	-0.1*	-0.2
BLACK	2314	284139	1.91	0.7	1.78	0.7	0.7	-0.1*	-0.2
ASIAN-AMERICAN	256	27999	2.12	0.7	2.05	0.7	0.7	-0.1	-0.1
AMERICAN INDIAN	159	19772	2.03	0.7	1.84	0.6	0.7	-0.2	-0.3
MEXICAN-AMERICAN	1263	85508	2.11	0.7	1.97	0.7	0.7	-0.1*	-0.2
PUERTO RICAN	221	21265	2.10	0.7	1.91	0.7	0.7	-0.2	-0.3
OTHER HISPANIC	699	61251	2.01	0.7	1.91	0.6	0.7	-0.1	-0.2
SCHOOL TYPE:									
PUBLIC	17074	2290530	1.97	0.7	1.85	0.7	0.7	-0.1*	-0.2
PRIVATE	646	76242	1.88	0.7	1.81	0.6	0.6	-0.1	-0.1
CATHOLIC	2117	186685	2.06	0.6	1.94	0.7	0.6	-0.1*	-0.2
GEOGRAPHIC REGION:									
NORTHEAST	4591	607285	1.98	0.7	1.87	0.6	0.7	-0.1*	-0.2
NORTH CENTRAL	5947	767174	1.97	0.6	1.84	0.6	0.6	-0.1*	-0.2
SOUTH	5966	788308	1.98	0.7	1.85	0.7	0.7	-0.1*	-0.2
WEST	3333	390690	1.99	0.7	1.86	0.7	0.7	-0.1*	-0.2
CURRICULUM:									
GENERAL	6429	833204	1.97	0.7	1.85	0.7	0.7	-0.1*	-0.2
ACADEMIC	8436	1053582	1.97	0.7	1.83	0.6	0.6	-0.1*	-0.2
VOCATIONAL	4871	653953	2.00	0.7	1.89	0.7	0.7	-0.1*	-0.2
COMMUNITY TYPE:									
URBAN	3873	460579	1.99	0.7	1.87	0.7	0.7	-0.1*	-0.2
SUBURBAN	9976	1244995	1.99	0.7	1.86	0.7	0.7	-0.1*	-0.2
RURAL	5988	847882	1.96	0.7	1.83	0.6	0.7	-0.1*	-0.2

APPENDIX E-82

HOW IMPORTANT TO YOU IN YOUR LIFE IS WORKING TO CORRECT SOCIAL AND ECONOMIC INEQUALITIES? (1=NOT IMPORTANT; 3=VERY IMPORTANT)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	19763	2542796	1.78	0.7	1.71	0.7	0.7	-0.1*	-0.1
SEX:									
MALE	9416	1235494	1.75	0.7	1.68	0.7	0.7	-0.1*	-0.1
FEMALE	10347	1307301	1.81	0.7	1.74	0.7	0.7	-0.1*	-0.1
SES:									
LOW	4263	514387	1.82	0.7	1.77	0.7	0.7	-0.1*	-0.1
MIDDLE	9677	1287922	1.77	0.7	1.69	0.7	0.7	-0.1*	-0.1
HIGH	5330	683258	1.77	0.7	1.71	0.7	0.7	-0.1*	-0.1
RACE:									
WHITE	14831	2041925	1.74	0.6	1.66	0.6	0.6	-0.1*	-0.1
BLACK	2313	282431	2.02	0.7	2.01	0.7	0.7	-0.0	-0.0
ASIAN-AMERICAN	258	28100	1.94	0.6	1.88	0.6	0.6	-0.1	-0.1
AMERICAN INDIAN	159	20210	1.81	0.7	1.78	0.7	0.7	-0.0	-0.0
MEXICAN-AMERICAN	1259	85275	1.91	0.7	1.83	0.7	0.7	-0.1	-0.1
PUERTO RICAN	219	20970	1.84	0.7	1.80	0.7	0.7	-0.0	-0.1
OTHER HISPANIC	695	60625	1.85	0.7	1.81	0.7	0.7	-0.0	-0.1
SCHOOL TYPE:									
PUBLIC	17021	2281055	1.78	0.7	1.71	0.7	0.7	-0.1*	-0.1
PRIVATE	640	75560	1.76	0.7	1.75	0.7	0.7	-0.0	-0.0
CATHOLIC	2102	186181	1.74	0.7	1.70	0.6	0.7	-0.0	-0.1
GEOGRAPHIC REGION:									
NORTHEAST	4570	604951	1.74	0.7	1.66	0.7	0.7	-0.1*	-0.1
NORTH CENTRAL	5945	767003	1.74	0.6	1.66	0.6	0.6	-0.1*	-0.1
SOUTH	5934	783129	1.85	0.7	1.80	0.7	0.7	-0.1*	-0.1
WEST	3314	387713	1.79	0.7	1.72	0.7	0.7	-0.1*	-0.1
CURRICULUM:									
GENERAL	6381	825406	1.76	0.7	1.68	0.7	0.7	-0.1*	-0.1
ACADEMIC	8441	1054856	1.81	0.7	1.75	0.7	0.7	-0.1*	-0.1
VOCATIONAL	4841	649925	1.76	0.7	1.68	0.7	0.7	-0.1*	-0.1
COMMUNITY TYPE:									
URBAN	3859	457980	1.82	0.7	1.80	0.7	0.7	-0.0	-0.0
SUBURBAN	9944	1240486	1.77	0.7	1.69	0.7	0.7	-0.1*	-0.1
RURAL	5960	844330	1.78	0.6	1.70	0.7	0.7	-0.1*	-0.1

HOW IMPORTANT TO YOU IN YOUR LIFE IS BEING A LEADER IN YOUR COMMUNITY?
(1=NOT IMPORTANT; 3=VERY IMPORTANT)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	19612	2523951	1.65	0.7	1.59	0.6	0.7	-0.1*	-0.1
SEX:									
MALE	9387	1231283	1.73	0.7	1.68	0.7	0.7	-0.1*	-0.1
FEMALE	10225	1292668	1.58	0.6	1.51	0.6	0.6	-0.1*	-0.1
SES:									
LOW	4213	508109	1.58	0.7	1.54	0.7	0.7	-0.0	-0.1
MIDDLE	9601	1278649	1.63	0.6	1.56	0.6	0.6	-0.1*	-0.1
HIGH	5304	679496	1.75	0.7	1.68	0.7	0.7	-0.1*	-0.1
RACE:									
WHITE	14737	2029441	1.64	0.6	1.56	0.6	0.6	-0.1*	-0.1
BLACK	2275	277363	1.72	0.7	1.73	0.7	0.7	0.0	0.0
ASIAN-AMERICAN	259	28308	1.70	0.6	1.66	0.6	0.6	-0.0	-0.1
AMERICAN INDIAN	159	20050	1.68	0.7	1.64	0.6	0.6	-0.0	-0.1
MEXICAN-AMERICAN	1251	84834	1.74	0.7	1.66	0.7	0.7	-0.1	-0.1
PUERTO RICAN	218	20869	1.69	0.7	1.51	0.6	0.6	-0.2	-0.3
OTHER HISPANIC	685	59859	1.62	0.7	1.64	0.7	0.7	0.0	0.0
SCHOOL TYPE:									
PUBLIC	16891	2264046	1.65	0.7	1.59	0.6	0.7	-0.1*	-0.1
PRIVATE	641	75338	1.75	0.7	1.68	0.7	0.7	-0.1	-0.1
CATHOLIC	2080	184567	1.71	0.6	1.60	0.6	0.6	-0.1*	-0.2
GEOGRAPHIC REGION:									
NORTHEAST	4526	598973	1.58	0.6	1.52	0.6	0.6	-0.1*	-0.1
NORTH CENTRAL	5907	762375	1.61	0.6	1.55	0.6	0.6	-0.1*	-0.1
SOUTH	5884	775373	1.75	0.7	1.68	0.7	0.7	-0.1*	-0.1
WEST	3295	387229	1.65	0.7	1.59	0.7	0.7	-0.1*	-0.1
CURRICULUM:									
GENERAL	6365	824792	1.64	0.7	1.55	0.7	0.7	-0.1*	-0.1
ACADEMIC	8378	1046559	1.71	0.6	1.66	0.6	0.6	-0.0*	-0.1
VOCATIONAL	4770	640102	1.58	0.6	1.52	0.6	0.6	-0.1*	-0.1
COMMUNITY TYPE:									
URBAN	3815	452696	1.65	0.7	1.60	0.7	0.7	-0.0	-0.1
SUBURBAN	9870	1232357	1.64	0.7	1.57	0.6	0.6	-0.1*	-0.1
RURAL	5927	838898	1.68	0.7	1.61	0.6	0.7	-0.1*	-0.1

HOW IMPORTANT TO YOU IN YOUR LIFE IS GETTING AWAY FROM THIS AREA OF THE COUNTRY?
(1=NOT IMPORTANT; 3=VERY IMPORTANT)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS		POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
			MEAN	S.D.	MEAN	S.D.			
TOTAL	19901	2561224	1.53	0.7	1.56	0.7	0.7	0.0*	0.0
SEX:									
MALE	9492	1246066	1.53	0.7	1.59	0.7	0.7	0.1*	0.1
FEMALE	10409	1315159	1.53	0.7	1.54	0.7	0.7	0.0	0.0
SES:									
LOW	4316	519954	1.59	0.7	1.62	0.7	0.7	0.0	0.0
MIDDLE	9721	1294432	1.52	0.7	1.55	0.7	0.7	0.0	0.0
HIGH	5360	687987	1.50	0.7	1.54	0.7	0.7	0.0	0.0
RACE:									
WHITE	14924	2055653	1.49	0.7	1.53	0.7	0.7	0.0*	0.1
BLACK	2324	285085	1.76	0.8	1.76	0.8	0.8	-0.0	-0.0
ASIAN-AMERICAN	262	28389	1.46	0.6	1.49	0.6	0.6	0.0	0.1
AMERICAN INDIAN	162	20326	1.67	0.8	1.70	0.7	0.8	0.0	0.0
MEXICAN-AMERICAN	1277	86141	1.54	0.7	1.56	0.7	0.7	0.0	0.0
PUERTO RICAN	221	21217	1.71	0.7	1.69	0.7	0.7	-0.0	-0.0
OTHER HISPANIC	701	61135	1.58	0.7	1.62	0.7	0.7	0.0	0.1
SCHOOL TYPE:									
PUBLIC	17135	2297192	1.54	0.7	1.58	0.7	0.7	0.0*	0.0
PRIVATE	644	76172	1.46	0.7	1.47	0.7	0.7	0.0	0.0
CATHOLIC	2122	187860	1.41	0.6	1.42	0.6	0.6	0.0	0.0
GEOGRAPHIC REGION:									
NORTHEAST	4595	608348	1.58	0.7	1.57	0.7	0.7	-0.0	-0.0
NORTH CENTRAL	5975	771217	1.50	0.7	1.59	0.7	0.7	0.1*	0.1
SOUTH	5980	789680	1.54	0.7	1.56	0.7	0.7	0.0	0.0
WEST	3351	391979	1.48	0.7	1.51	0.7	0.7	0.0	0.0
CURRICULUM:									
GENERAL	6457	835636	1.57	0.7	1.61	0.7	0.7	0.0	0.1
ACADEMIC	8468	1058694	1.49	0.7	1.50	0.7	0.7	0.0	0.0
VOCATIONAL	4874	653972	1.54	0.7	1.60	0.7	0.7	0.1*	0.1
COMMUNITY TYPE:									
URBAN	3872	460428	1.52	0.7	1.56	0.7	0.7	0.0	0.1
SUBURBAN	10018	1250275	1.51	0.7	1.52	0.7	0.7	0.0	0.0
RURAL	6011	850521	1.56	0.7	1.63	0.7	0.7	0.1*	0.1

AT WHAT AGE DO YOU EXPECT TO START YOUR FIRST REGULAR (NOT SUMMER) JOB?

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	16967	2192480	19.31	2.8	19.93	2.8	2.8	0.6*	0.2
SEX:									
MALE	7909	1038977	19.44	2.9	20.11	3.0	2.9	0.7*	0.2
FEMALE	9058	1153502	19.19	2.7	19.77	2.7	2.7	0.6*	0.2
SES:									
LOW	3474	421871	18.77	2.4	19.05	2.5	2.4	0.3*	0.1
MIDDLE	8432	1125276	19.07	2.6	19.64	2.7	2.7	0.6*	0.2
HIGH	4738	607204	20.16	3.2	21.15	3.0	3.1	1.0*	0.3
RACE:									
WHITE	13106	1803831	19.31	2.8	19.96	2.8	2.8	0.6*	0.2
BLACK	1771	213288	19.30	2.8	19.72	2.8	2.8	0.4*	0.1
ASIAN-AMERICAN	228	24790	20.91	3.6	21.45	3.5	3.5	0.5	0.2
AMERICAN INDIAN	128	16651	18.94	2.5	19.80	2.9	2.7	0.9	0.3
MEXICAN-AMERICAN	953	64549	19.04	2.7	19.52	2.7	2.7	0.5*	0.2
PUERTO RICAN	183	17437	19.26	2.5	19.82	2.4	2.5	0.6	0.2
OTHER HISPANIC	577	49687	18.97	2.8	19.84	2.8	2.8	0.9*	0.3
SCHOOL TYPE:									
PUBLIC	14568	1966954	19.23	2.8	19.81	2.8	2.8	0.6*	0.2
PRIVATE	567	65072	20.27	3.2	21.21	3.1	3.1	0.9*	0.3
CATHOLIC	1832	160453	19.89	3.1	20.90	2.8	3.0	1.0*	0.3
GEOGRAPHIC REGION:									
NORTHEAST	4102	543167	19.63	2.9	20.20	2.8	2.9	0.6*	0.2
NORTH CENTRAL	5234	680695	19.20	2.7	19.96	2.8	2.7	0.8*	0.3
SOUTH	4769	624433	19.21	2.8	19.64	2.8	2.8	0.4*	0.2
WEST	2862	344186	19.19	2.8	20.00	3.0	2.9	0.8*	0.3
CURRICULUM:									
GENERAL	5347	698778	18.80	2.4	19.34	2.6	2.5	0.5*	0.2
ACADEMIC	7537	940283	20.23	3.1	21.20	2.8	3.0	1.0*	0.3
VOCATIONAL	4000	542325	18.39	2.2	18.53	2.2	2.2	0.1	0.1
COMMUNITY TYPE:									
URBAN	3237	388599	19.38	2.9	19.90	2.9	2.9	0.5*	0.2
SUBURBAN	8633	1073317	19.37	2.9	20.13	2.9	2.9	0.8*	0.3
RURAL	5097	730563	19.18	2.7	19.67	2.7	2.7	0.5*	0.2

AT WHAT AGE DO YOU EXPECT TO LIVE IN YOUR OWN HOME OR APARTMENT?

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	16687	2162702	20.18	2.3	20.81	2.3	2.3	0.6*	0.3
SEX:									
MALE	7727	1013159	20.44	2.4	21.13	2.5	2.5	0.7*	0.3
FEMALE	8960	1149542	19.96	2.1	20.52	2.2	2.1	0.6*	0.3
SES:									
LOW	3344	410077	19.97	2.2	20.37	2.4	2.3	0.4*	0.2
MIDDLE	8286	1107595	20.04	2.2	20.66	2.3	2.2	0.6*	0.3
HIGH	4737	607306	20.59	2.4	21.36	2.3	2.3	0.8*	0.3
RACE:									
WHITE	12967	1783946	20.09	2.2	20.72	2.3	2.2	0.6*	0.3
BLACK	1741	209145	20.70	2.5	21.33	2.6	2.5	0.6*	0.2
ASIAN-AMERICAN	215	23432	21.66	3.1	22.42	2.9	3.0	0.8	0.3
AMERICAN INDIAN	122	16363	19.96	3.1	20.09	2.7	2.9	0.1	0.0
MEXICAN-AMERICAN	895	62469	20.49	2.4	20.80	2.5	2.4	0.3	0.1
PUERTO RICAN	180	17588	20.71	2.4	21.04	2.6	2.5	0.3	0.1
OTHER HISPANIC	545	47285	20.34	2.4	20.94	2.5	2.4	0.6*	0.2
SCHOOL TYPE:									
PUBLIC	14330	1940319	20.12	2.2	20.72	2.3	2.3	0.6*	0.3
PRIVATE	568	64033	20.27	2.2	20.97	2.4	2.3	0.7*	0.3
CATHOLIC	1789	158349	20.91	2.4	21.75	2.2	2.3	0.8*	0.4
GEOGRAPHIC REGION:									
NORTHEAST	4044	535423	20.57	2.4	21.33	2.3	2.4	0.8*	0.3
NORTH CENTRAL	5171	672242	20.07	2.1	20.76	2.2	2.2	0.7*	0.3
SOUTH	4657	613122	20.13	2.3	20.57	2.4	2.3	0.4*	0.2
WEST	2815	341914	19.91	2.2	20.49	2.4	2.3	0.6*	0.3
CURRICULUM:									
GENERAL	5253	687869	19.82	2.1	20.35	2.3	2.2	0.5*	0.2
ACADEMIC	7457	933822	20.70	2.4	21.57	2.2	2.3	0.9*	0.4
VOCATIONAL	3897	530452	19.75	2.1	20.07	2.2	2.2	0.3*	0.1
COMMUNITY TYPE:									
URBAN	3174	383430	20.35	2.4	20.96	2.4	2.4	0.6*	0.3
SUBURBAN	8512	1060866	20.33	2.3	21.03	2.3	2.3	0.7*	0.3
RURAL	5001	718405	19.88	2.2	20.40	2.3	2.2	0.5*	0.2

AT WHAT AGE DO YOU EXPECT TO FINISH YOUR FULL-TIME EDUCATION?

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	16529	2130611	21.01	2.7	21.20	2.7	2.7	0.2*	0.1
SEX:									
MALE	7671	1002695	21.01	2.8	21.34	2.8	2.8	0.3*	0.1
FEMALE	8858	1127916	21.00	2.7	21.08	2.5	2.6	0.1	0.0
SES:									
LOW	3332	404425	20.03	2.7	20.32	2.8	2.8	0.3*	0.1
MIDDLE	8183	1088747	20.75	2.6	20.94	2.6	2.6	0.2*	0.1
HIGH	4710	602053	22.19	2.4	22.29	2.3	2.4	0.1	0.0
RACE:									
WHITE	12709	1745222	20.97	2.7	21.12	2.6	2.6	0.1*	0.1
BLACK	1782	214041	21.19	3.0	21.71	3.0	3.0	0.5*	0.2
ASIAN-AMERICAN	229	25282	22.80	3.0	23.00	2.6	2.8	0.2	0.1
AMERICAN INDIAN	120	15928	20.19	2.8	20.75	3.1	3.0	0.6	0.2
MEXICAN-AMERICAN	919	62516	20.87	3.0	21.17	3.1	3.0	0.3	0.1
PUERTO RICAN	184	17355	21.01	3.1	20.92	2.8	3.0	-0.1	-0.0
OTHER HISPANIC	565	47947	21.08	3.0	21.29	2.7	2.9	0.2	0.1
SCHOOL TYPE:									
PUBLIC	14139	1906773	20.90	2.7	21.11	2.7	2.7	0.2*	0.1
PRIVATE	561	63372	21.90	2.6	22.00	2.5	2.6	0.1	0.0
CATHOLIC	1829	160466	21.91	2.4	21.99	2.2	2.3	0.1	0.0
GEOGRAPHIC REGION:									
NORTHEAST	4029	531162	21.07	2.8	21.18	2.7	2.7	0.1	0.0
NORTH CENTRAL	5083	658892	20.79	2.6	21.02	2.5	2.6	0.2*	0.1
SOUTH	4622	603168	20.95	2.8	21.08	2.7	2.7	0.1	0.0
WEST	2795	337389	21.44	2.8	21.81	2.7	2.8	0.4*	0.1
CURRICULUM:									
GENERAL	5129	668255	20.36	2.6	20.63	2.6	2.6	0.3*	0.1
ACADEMIC	7540	940148	22.20	2.4	22.32	2.2	2.3	0.1	0.1
VOCATIONAL	3786	512669	19.67	2.5	19.91	2.6	2.5	0.2*	0.1
COMMUNITY TYPE:									
URBAN	3217	385181	21.19	2.9	21.51	2.8	2.8	0.3*	0.1
SUBURBAN	8448	1047420	21.20	2.7	21.40	2.6	2.6	0.2*	0.1
RURAL	4864	698010	20.61	2.7	20.74	2.6	2.6	0.1	0.0

APPENDIX E-88

AT WHAT AGE DO YOU EXPECT TO GET MARRIED?

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS		POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
			MEAN	S.D.	MEAN	S.D.			
TOTAL	15752	2031555	22.89	2.6	23.10	2.8	2.7	0.2*	0.1
SEX:									
MALE	7085	927588	23.31	2.7	23.77	2.7	2.7	0.5*	0.2
FEMALE	8667	1103967	22.54	2.6	22.53	2.7	2.6	-0.0	-0.0
SES:									
LOW	3142	379907	22.42	2.8	22.41	2.9	2.9	-0.0	-0.0
MIDDLE	7865	1047966	22.70	2.6	22.89	2.7	2.7	0.2*	0.1
HIGH	4464	571268	23.55	2.5	23.92	2.5	2.5	0.4*	0.1
RACE:									
WHITE	12310	1692004	22.78	2.6	22.97	2.7	2.7	0.2*	0.1
BLACK	1521	181416	23.75	2.9	23.97	2.9	2.9	0.2	0.1
ASIAN-AMERICAN	197	21926	24.61	2.4	25.15	2.7	2.6	0.5	0.2
AMERICAN INDIAN	104	13763	22.22	3.1	23.07	2.8	3.0	0.9	0.3
MEXICAN-AMERICAN	898	60903	22.76	2.7	22.98	2.8	2.8	0.2	0.1
PUERTO RICAN	169	15832	22.99	2.6	23.29	2.5	2.6	0.3	0.1
OTHER HISPANIC	538	44457	22.86	2.8	23.32	2.8	2.8	0.5	0.2
SCHOOL TYPE:									
PUBLIC	13489	1819055	22.82	2.7	23.01	2.8	2.7	0.2*	0.1
PRIVATE	522	59247	23.36	2.6	23.65	3.0	2.8	0.3	0.1
CATHOLIC	1741	153253	23.56	2.4	23.88	2.3	2.3	0.3*	0.1
GEOGRAPHIC REGION:									
NORTHEAST	3813	504223	23.24	2.6	23.61	2.6	2.6	0.4*	0.1
NORTH CENTRAL	4875	635046	22.72	2.5	22.88	2.6	2.6	0.2	0.1
SOUTH	4399	573848	22.63	2.8	22.68	3.0	2.9	0.0	0.0
WEST	2665	318437	23.14	2.6	23.45	2.8	2.7	0.3*	0.1
CURRICULUM:									
GENERAL	4914	638384	22.51	2.7	22.67	2.8	2.7	0.2	0.1
ACADEMIC	7083	883553	23.56	2.4	23.85	2.5	2.5	0.3*	0.1
VOCATIONAL	3685	500708	22.21	2.7	22.32	2.9	2.8	0.1	0.0
COMMUNITY TYPE:									
URBAN	2979	358517	23.10	2.7	23.33	2.8	2.7	0.2	0.1
SUBURBAN	8041	995042	23.07	2.6	23.34	2.7	2.6	0.3*	0.1
RURAL	4732	677997	22.51	2.7	22.61	2.8	2.8	0.1	0.0

APPENDIX E-89

AT WHAT AGE DO YOU EXPECT TO HAVE YOUR FIRST CHILD?

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	14455	1863061	24.55	2.7	24.93	2.9	2.8	0.4*	0.1
SEX:									
MALE	6529	854741	24.77	2.8	25.36	2.8	2.8	0.6*	0.2
FEMALE	7926	1008320	24.36	2.6	24.57	2.9	2.7	0.2*	0.1
SES:									
LOW	2900	350388	23.90	2.8	23.98	3.2	3.0	0.1	0.0
MIDDLE	7232	963299	24.38	2.7	24.79	2.8	2.7	0.4*	0.2
HIGH	4077	520501	25.30	2.5	25.86	2.5	2.5	0.6*	0.2
RACE:									
WHITE	11239	1544926	24.58	2.6	25.01	2.7	2.7	0.4*	0.2
BLACK	1447	172473	24.27	3.3	24.12	3.8	3.5	-0.1	-0.0
ASIAN-AMERICAN	179	19782	26.15	2.5	26.74	2.5	2.5	0.6	0.2
AMERICAN INDIAN	93	12124	23.85	3.1	24.56	3.3	3.2	0.7	0.2
MEXICAN-AMERICAN	823	55506	24.25	3.0	24.62	3.0	3.0	0.4	0.1
PUERTO RICAN	167	16018	24.41	2.8	24.85	2.9	2.8	0.4	0.2
OTHER HISPANIC	492	40807	24.48	2.7	24.97	2.8	2.8	0.5	0.2
SCHOOL TYPE:									
PUBLIC	12336	1665045	24.47	2.7	24.84	2.9	2.8	0.4*	0.1
PRIVATE	483	54953	25.33	2.7	25.68	3.0	2.9	0.4	0.1
CATHOLIC	1636	143063	25.18	2.4	25.68	2.4	2.4	0.5*	0.2
GEOGRAPHIC REGION:									
NORTHEAST	3540	466404	24.81	2.7	25.29	2.8	2.7	0.5*	0.2
NORTH CENTRAL	4488	584110	24.42	2.6	24.80	2.7	2.7	0.4*	0.1
SOUTH	4015	524647	24.32	2.8	24.57	3.1	2.9	0.3*	0.1
WEST	2412	287901	24.80	2.7	25.26	2.8	2.7	0.5*	0.2
CURRICULUM:									
GENERAL	4522	587385	24.13	2.7	24.47	2.9	2.8	0.3*	0.1
ACADEMIC	6472	805417	25.26	2.5	25.76	2.5	2.5	0.5*	0.2
VOCATIONAL	3399	462249	23.85	2.8	24.07	3.0	2.9	0.2	0.1
COMMUNITY TYPE:									
URBAN	2738	329515	24.53	2.8	24.85	3.1	3.0	0.3*	0.1
SUBURBAN	7407	915163	24.79	2.6	25.24	2.7	2.7	0.4*	0.2
RURAL	4310	618383	24.20	2.7	24.52	2.9	2.8	0.3*	0.1

APPENDIX E-90

DO YOU EVER EXPECT TO START A REGULAR (NOT SUMMER) JOB? (PERCENT YES)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	17417	2249570	98.6	98.8	0.2
SEX:					
MALE	8102	1063957	98.7	98.9	0.2
FEMALE	9315	1185612	98.5	98.7	0.3
SES:					
LOW	3635	440510	97.7	98.0	0.4
MIDDLE	8622	1151075	98.7	98.9	0.2
HIGH	4821	618261	99.0	99.1	0.1
RACE:					
WHITE	13392	1843364	98.9	98.9	0.0
BLACK	1846	222398	97.8	98.0	0.2
ASIAN-AMERICAN	235	25711	96.4	100.0	3.6*
AMERICAN INDIAN	135	17877	93.9	99.2	5.3
MEXICAN-AMERICAN	995	67392	97.6	97.7	0.0
PUERTO RICAN	190	18167	96.2	99.8	3.6
OTHER HISPANIC	600	52182	96.2	98.8	2.5*
SCHOOL TYPE:					
PUBLIC	14971	2020390	98.5	98.8	0.3
PRIVATE	578	66050	99.4	98.8	-0.6
CATHOLIC	1868	163130	99.1	99.1	-0.0
GEOGRAPHIC REGION:					
NORTHEAST	4197	556048	98.5	99.2	0.7*
NORTH CENTRAL	5342	694316	98.9	99.1	0.1
SOUTH	4941	646630	98.3	98.1	-0.2
WEST	2937	352576	98.6	99.0	0.4
CURRICULUM:					
GENERAL	5547	724382	97.9	98.4	0.5
ACADEMIC	7639	952695	99.3	99.4	0.1
VOCATIONAL	4143	561049	98.2	98.3	0.2
COMMUNITY TYPE:					
URBAN	3325	398495	98.4	99.0	0.6
SUBURBAN	8824	1096321	98.9	99.0	0.1
RURAL	5268	754754	98.2	98.4	0.3

DO YOU EVER EXPECT TO LIVE IN YOUR OWN HOME OR APARTMENT?
(PERCENT YES)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	17330	2236912	98.0	98.5	0.5*
SEX:					
MALE	8051	1054430	97.7	98.2	0.5
FEMALE	9279	1182482	98.3	98.8	0.5*
SES:					
LOW	3578	433308	96.8	97.5	0.8
MIDDLE	8577	1143719	98.1	98.6	0.5*
HIGH	4829	619252	98.8	99.1	0.3
RACE:					
WHITE	13334	1834248	98.4	98.8	0.4*
BLACK	1834	220408	97.1	97.5	0.3
ASIAN-AMERICAN	250	25228	94.0	98.2	4.2
AMERICAN INDIAN	130	17096	98.4	97.3	-1.0
MEXICAN-AMERICAN	994	67848	95.1	96.0	0.9
PUERTO RICAN	188	18050	99.2	98.2	-1.1
OTHER HISPANIC	596	51362	94.0	97.2	3.3*
SCHOOL TYPE:					
PUBLIC	14889	2008137	98.0	98.5	0.5*
PRIVATE	579	65727	99.1	98.4	-0.7
CATHOLIC	1862	163048	97.6	99.1	1.5*
GEOGRAPHIC REGION:					
NORTHEAST	4186	553278	97.8	98.7	0.9*
NORTH CENTRAL	5321	691859	98.3	98.8	0.5
SOUTH	4900	640650	97.7	97.8	0.2
WEST	2923	351125	98.2	98.9	0.6
CURRICULUM:					
GENERAL	5503	716828	97.6	98.1	0.5
ACADEMIC	7619	951480	98.8	99.3	0.5*
VOCATIONAL	4119	557035	97.1	97.8	0.6
COMMUNITY TYPE:					
URBAN	3312	396306	97.8	98.6	0.8
SUBURBAN	8802	1093133	98.2	98.7	0.5
RURAL	5216	747473	97.8	98.2	0.4

DO YOU EVER EXPECT TO FINISH YOUR FULL-TIME EDUCATION?
(PERCENT YES)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	17180	2217922	100.0	96.1	-3.9*
SEX:					
MALE	8015	1049953	100.0	95.5	-4.5*
FEMALE	9165	1167968	100.0	96.6	-3.4*
SES:					
LOW	3525	428631	100.0	94.4	-5.6*
MIDDLE	8532	1137166	100.0	95.7	-4.3*
HIGH	4792	613289	100.0	98.2	-1.8*
RACE:					
WHITE	13222	1818486	100.0	96.0	-4.0*
BLACK	1829	219984	100.0	97.3	-2.7*
ASIAN-AMERICAN	232	25406	100.0	99.5	-0.5
AMERICAN INDIAN	129	16840	100.0	94.6	-5.4*
MEXICAN-AMERICAN	972	66598	100.0	93.9	-6.1*
PUERTO RICAN	190	18094	100.0	95.9	-4.1*
OTHER HISPANIC	584	50014	100.0	95.9	-4.1*
SCHOOL TYPE:					
PUBLIC	14740	1989090	100.0	95.9	-4.1*
PRIVATE	575	65111	100.0	97.3	-2.7*
CATHOLIC	1865	163721	100.0	98.0	-2.0*
GEOGRAPHIC REGION:					
NORTHEAST	4173	550739	100.0	96.4	-3.6*
NORTH CENTRAL	5285	686729	100.0	95.9	-4.1*
SOUTH	4834	632866	100.0	95.3	-4.7*
WEST	2888	347587	100.0	97.1	-2.9*
CURRICULUM:					
GENERAL	5420	706944	100.0	94.5	-5.5*
ACADEMIC	7632	952303	100.0	98.7	-1.3*
VOCATIONAL	4049	548429	100.0	93.5	-6.5*
COMMUNITY TYPE:					
URBAN	3300	395926	100.0	97.3	-2.7*
SUBURBAN	8745	1085385	100.0	96.5	-3.5*
RURAL	5135	736611	100.0	94.8	-5.2*

DO YOU EVER EXPECT TO GET MARRIED?
(PERCENT YES)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	17615	2273640	92.5	94.5	2.0*
SEX:					
MALE	8196	1074786	90.5	92.7	2.2*
FEMALE	9419	1198854	94.2	96.1	1.8*
SES:					
LOW	3678	446495	89.1	92.2	3.1*
MIDDLE	8727	1163836	93.2	94.8	1.6*
HIGH	4858	622227	94.0	95.9	1.9*
RACE:					
WHITE	13491	1855873	93.9	95.4	1.6*
BLACK	1901	229814	84.4	88.2	3.8*
ASIAN-AMERICAN	235	26009	86.4	96.3	9.9*
AMERICAN INDIAN	134	17915	84.9	90.0	5.1
MEXICAN-AMERICAN	1032	70668	90.4	94.0	3.6*
PUERTO RICAN	198	19029	88.9	88.2	-0.7
OTHER HISPANIC	600	51658	89.5	92.9	3.4
SCHOOL TYPE:					
PUBLIC	15136	2040529	92.3	94.4	2.1*
PRIVATE	574	66438	90.5	94.1	3.6
CATHOLIC	1905	166673	94.7	95.3	0.5
GEOGRAPHIC REGION:					
NORTHEAST	4230	559318	92.8	95.0	2.2*
NORTH CENTRAL	5381	699937	93.4	95.2	1.8*
SOUTH	5026	658315	91.1	93.2	2.1*
WEST	2978	356070	92.7	94.6	1.9*
CURRICULUM:					
GENERAL	5603	729952	91.3	93.5	2.2*
ACADEMIC	7699	960185	94.0	95.9	1.9*
VOCATIONAL	4224	572212	91.5	93.5	2.1*
COMMUNITY TYPE:					
URBAN	3404	408131	91.6	93.4	1.8*
SUBURBAN	8894	1103567	92.9	95.1	2.1*
RURAL	5317	761942	92.3	94.2	1.9*

APPENDIX E-94

DO YOU EVER EXPECT TO HAVE A CHILD?
(PERCENT YES)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL	1982 SENIORS	1982-1980 DIFFERENCE
			PERCENT	PERCENT	DIFFERENCE
TOTAL	17009	2198031	89.5	91.4	2.0*
SEX:					
MALE	7843	1029895	88.5	90.5	2.0*
FEMALE	9166	1168136	90.3	92.3	1.9*
SES:					
LOW	3551	431093	86.6	89.6	3.0*
MIDDLE	8439	1126485	90.1	92.0	1.9*
HIGH	4695	602601	90.8	92.0	1.2
RACE:					
WHITE	13086	1801475	90.3	91.8	1.5*
BLACK	1798	216874	85.1	89.0	3.9*
ASIAN-AMERICAN	226	25149	81.6	92.7	11.2*
AMERICAN INDIAN	132	17607	77.8	85.5	7.7
MEXICAN-AMERICAN	980	66991	88.1	91.4	3.3
PUERTO RICAN	190	18342	91.0	91.8	0.8
OTHER HISPANIC	575	49299	87.2	91.7	4.5
SCHOOL TYPE:					
PUBLIC	14614	1972357	89.2	91.3	2.0*
PRIVATE	555	64463	88.0	92.5	4.4
CATHOLIC	1840	161211	93.0	93.4	0.4
GEOGRAPHIC REGION:					
NORTHEAST	4101	543306	90.3	92.1	1.8*
NORTH CENTRAL	5241	681464	90.0	92.2	2.2*
SOUTH	4806	630498	88.4	90.5	2.2*
WEST	2861	342763	89.1	90.6	1.5
CURRICULUM:					
GENERAL	5402	704152	88.4	90.9	2.5*
ACADEMIC	7453	931559	90.7	92.2	1.5*
VOCATIONAL	4069	551522	88.8	91.1	2.3*
COMMUNITY TYPE:					
URBAN	3254	391027	89.3	91.6	2.3*
SUBURBAN	8588	1065851	90.1	91.9	1.8*
RURAL	5167	741153	88.7	90.7	2.0*

A WORKING MOTHER OF PRE-SCHOOL CHILDREN CAN BE JUST AS GOOD A MOTHER AS THE WOMAN WHO DOESN'T WORK

(1=DISAGREE STRONGLY; 4=AGREE STRONGLY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	19702	2534935	2.72	0.9	2.81	0.8	0.8	0.1*	0.1
SEX:									
MALE	9285	1218458	2.64	0.8	2.66	0.8	0.8	0.0	0.0
FEMALE	10417	1316477	2.80	0.9	2.95	0.8	0.8	0.2*	0.2
SES:									
LOW	4279	515674	2.85	0.8	2.94	0.8	0.8	0.1*	0.1
MIDDLE	9643	1283968	2.70	0.9	2.80	0.8	0.9	0.1*	0.1
HIGH	5302	679089	2.65	0.9	2.74	0.9	0.9	0.1*	0.1
RACE:									
WHITE	14743	2030538	2.66	0.9	2.75	0.8	0.9	0.1*	0.1
BLACK	2328	285807	3.10	0.8	3.19	0.8	0.8	0.1*	0.1
ASIAN-AMERICAN	259	27721	2.75	0.8	2.88	0.8	0.8	0.1	0.2
AMERICAN INDIAN	156	19553	2.86	0.8	2.85	0.9	0.9	0.0	-0.0
MEXICAN-AMERICAN	1277	87097	2.85	0.8	2.92	0.8	0.8	0.1	0.1
PUERTO RICAN	216	21231	2.90	0.8	3.11	0.7	0.7	0.2	0.3
OTHER HISPANIC	695	60249	2.79	0.8	2.86	0.8	0.8	0.1	0.1
SCHOOL TYPE:									
PUBLIC	16982	2276375	2.73	0.9	2.82	0.8	0.8	0.1*	0.1
PRIVATE	628	73253	2.60	0.9	2.72	0.9	0.9	0.1	0.1
CATHOLIC	2092	185307	2.63	0.9	2.77	0.8	0.9	0.1*	0.2
GEOGRAPHIC REGION:									
NORTHEAST	4540	600840	2.72	0.9	2.82	0.8	0.8	0.1*	0.1
NORTH CENTRAL	5905	761518	2.67	0.9	2.77	0.8	0.9	0.1*	0.1
SOUTH	5928	783724	2.80	0.8	2.86	0.8	0.8	0.1*	0.1
WEST	3329	388852	2.68	0.9	2.80	0.8	0.9	0.1*	0.1
CURRICULUM:									
GENERAL	6357	823568	2.75	0.8	2.83	0.8	0.8	0.1*	0.1
ACADEMIC	8406	1049968	2.67	0.9	2.79	0.9	0.9	0.1*	0.1
VOCATIONAL	4845	649568	2.77	0.8	2.84	0.8	0.8	0.1*	0.1
COMMUNITY TYPE:									
URBAN	3857	458591	2.78	0.8	2.90	0.8	0.8	0.1*	0.1
SUBURBAN	9885	1233258	2.69	0.9	2.78	0.8	0.9	0.1*	0.1
RURAL	5960	843086	2.74	0.9	2.82	0.8	0.8	0.1*	0.1

APPENDIX E-96

IT IS USUALLY BETTER IF THE MAN IS THE ACHIEVER OUTSIDE THE HOME AND THE WOMAN TAKES CARE OF THE HOME AND FAMILY

(1=AGREE STRONGLY; 4=DISAGREE STRONGLY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	19496	2510865	2.54	0.8	2.64	0.9	0.8	0.1*	0.1
SEX:									
MALE	9164	1203763	2.31	0.8	2.38	0.8	0.8	0.1*	0.1
FEMALE	10332	1307102	2.76	0.8	2.87	0.8	0.8	0.1*	0.1
SES:									
LOW	4229	510297	2.47	0.8	2.55	0.9	0.9	0.1*	0.1
MIDDLE	9554	1273845	2.53	0.8	2.62	0.8	0.8	0.1*	0.1
HIGH	5252	672682	2.63	0.9	2.74	0.8	0.8	0.1*	0.1
RACE:									
WHITE	14610	2013250	2.54	0.8	2.63	0.8	0.8	0.1*	0.1
BLACK	2292	281552	2.64	0.9	2.72	0.9	0.9	0.1	0.1
ASIAN-AMERICAN	257	27811	2.52	0.9	2.63	0.9	0.9	0.1	0.1
AMERICAN INDIAN	153	19322	2.31	0.9	2.50	0.9	0.9	0.2	0.2
MEXICAN-AMERICAN	1252	85017	2.38	0.8	2.53	0.9	0.8	0.1*	0.2
PUERTO RICAN	214	21207	2.52	0.8	2.64	0.9	0.8	0.1	0.1
OTHER HISPANIC	690	59962	2.51	0.8	2.61	0.9	0.8	0.1	0.1
SCHOOL TYPE:									
PUBLIC	16808	2254116	2.53	0.8	2.63	0.9	0.8	0.1*	0.1
PRIVATE	623	72996	2.58	0.9	2.67	0.8	0.9	0.1	0.1
CATHOLIC	2065	183752	2.64	0.8	2.74	0.9	0.9	0.1*	0.1
GEOGRAPHIC REGION:									
NORTHEAST	4502	596224	2.61	0.8	2.73	0.8	0.8	0.1*	0.1
NORTH CENTRAL	5845	754396	2.56	0.8	2.63	0.8	0.8	0.1*	0.1
SOUTH	5868	777137	2.46	0.9	2.55	0.9	0.9	0.1*	0.1
WEST	3281	383108	2.58	0.9	2.67	0.9	0.9	0.1*	0.1
CURRICULUM:									
GENERAL	6296	816241	2.47	0.8	2.55	0.8	0.8	0.1*	0.1
ACADEMIC	8339	1042255	2.66	0.8	2.77	0.8	0.8	0.1*	0.1
VOCATIONAL	4773	641037	2.46	0.8	2.52	0.9	0.8	0.1*	0.1
COMMUNITY TYPE:									
URBAN	3803	453705	2.58	0.9	2.69	0.9	0.9	0.1*	0.1
SUBURBAN	9781	1220216	2.56	0.8	2.67	0.8	0.8	0.1*	0.1
RURAL	5912	836944	2.49	0.8	2.56	0.8	0.8	0.1*	0.1

APPENDIX E-97

MOST WOMEN ARE HAPPIEST WHEN THEY ARE MAKING A HOME AND CARING FOR CHILDREN
(1=AGREE STRONGLY; 4=DISAGREE STRONGLY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	19223	2474082	2.53	0.8	2.70	0.8	0.8	0.2*	0.2
SEX:									
MALE	8956	1175670	2.39	0.7	2.54	0.7	0.7	0.2*	0.2
FEMALE	10267	1298412	2.65	0.8	2.85	0.8	0.8	0.2*	0.2
SES:									
LOW	4209	507321	2.33	0.8	2.52	0.8	0.8	0.2*	0.2
MIDDLE	9422	1255626	2.52	0.8	2.69	0.8	0.8	0.2*	0.2
HIGH	5140	658342	2.71	0.8	2.88	0.8	0.8	0.2*	0.2
RACE:									
WHITE	14375	1980674	2.56	0.8	2.74	0.8	0.8	0.2*	0.2
BLACK	2275	279446	2.35	0.9	2.54	0.9	0.9	0.2*	0.2
ASIAN-AMERICAN	254	27348	2.55	0.8	2.77	0.8	0.8	0.2	0.3
AMERICAN INDIAN	149	18865	2.39	0.8	2.55	0.9	0.8	0.2	0.2
MEXICAN-AMERICAN	1252	85295	2.31	0.7	2.52	0.8	0.8	0.2*	0.3
PUERTO RICAN	214	21016	2.36	0.8	2.50	0.8	0.8	0.1	0.2
OTHER HISPANIC	677	58841	2.48	0.8	2.62	0.8	0.8	0.1	0.2
SCHOOL TYPE:									
PUBLIC	16580	2222653	2.51	0.8	2.68	0.8	0.8	0.2*	0.2
PRIVATE	604	71066	2.64	0.8	2.88	0.8	0.8	0.2*	0.3
CATHOLIC	2039	180363	2.65	0.8	2.88	0.8	0.8	0.2*	0.3
GEOGRAPHIC REGION:									
NORTHEAST	4449	588873	2.61	0.8	2.79	0.8	0.8	0.2*	0.2
NORTH CENTRAL	5759	743475	2.56	0.8	2.73	0.8	0.8	0.2*	0.2
SOUTH	5785	765324	2.40	0.8	2.57	0.8	0.8	0.2*	0.2
WEST	3230	376410	2.60	0.8	2.78	0.8	0.8	0.2*	0.2
CURRICULUM:									
GENERAL	6217	806830	2.42	0.8	2.60	0.8	0.8	0.2*	0.2
ACADEMIC	8196	1024075	2.69	0.8	2.89	0.7	0.8	0.2*	0.3
VOCATIONAL	4720	631656	2.39	0.8	2.53	0.8	0.8	0.1*	0.2
COMMUNITY TYPE:									
URBAN	3757	447074	2.50	0.8	2.69	0.8	0.8	0.2*	0.2
SUBURBAN	9641	1202628	2.57	0.8	2.75	0.8	0.8	0.2*	0.2
RURAL	5825	824380	2.48	0.8	2.63	0.8	0.8	0.1*	0.2

APPENDIX E-98

I FEEL I AM A PERSON OF WORTH, ON AN EQUAL PLANE WITH OTHERS
(1=DISAGREE STRONGLY; 4=AGREE STRONGLY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	17368	2234932	3.23	0.6	3.35	0.6	0.6	0.1*	0.2
SEX:									
MALE	8204	1076940	3.24	0.6	3.34	0.6	0.6	0.1*	0.2
FEMALE	9164	1157992	3.22	0.6	3.36	0.6	0.6	0.1*	0.2
SES:									
LOW	3597	434263	3.18	0.6	3.30	0.6	0.6	0.1*	0.2
MIDDLE	8547	1138304	3.21	0.6	3.33	0.6	0.6	0.1*	0.2
HIGH	4842	618290	3.29	0.6	3.42	0.6	0.6	0.1*	0.2
RACE:									
WHITE	13077	1798236	3.22	0.6	3.34	0.6	0.6	0.1*	0.2
BLACK	2026	246815	3.35	0.6	3.45	0.6	0.6	0.1*	0.2
ASIAN-AMERICAN	228	24470	3.24	0.6	3.40	0.6	0.6	0.2	0.3
AMERICAN INDIAN	124	16342	3.09	0.6	3.31	0.5	0.6	0.2	0.4
MEXICAN-AMERICAN	1089	75148	3.16	0.5	3.31	0.6	0.6	0.2*	0.3
PUERTO RICAN	189	18413	3.16	0.6	3.36	0.6	0.6	0.2	0.3
OTHER HISPANIC	610	52858	3.24	0.6	3.34	0.6	0.6	0.1	0.2
SCHOOL TYPE:									
PUBLIC	14900	2002411	3.22	0.6	3.35	0.6	0.6	0.1*	0.2
PRIVATE	571	64560	3.29	0.5	3.39	0.6	0.6	0.1	0.2
CATHOLIC	1897	167961	3.28	0.5	3.41	0.6	0.6	0.1*	0.2
GEOGRAPHIC REGION:									
NORTHEAST	4026	531800	3.22	0.6	3.33	0.6	0.6	0.1*	0.2
NORTH CENTRAL	5248	676286	3.20	0.6	3.33	0.6	0.6	0.1*	0.2
SOUTH	5192	684158	3.24	0.6	3.36	0.6	0.6	0.1*	0.2
WEST	2902	342688	3.27	0.5	3.41	0.6	0.6	0.1*	0.3
CURRICULUM:									
GENERAL	5469	709989	3.18	0.6	3.29	0.6	0.6	0.1*	0.2
ACADEMIC	7736	965592	3.29	0.6	3.44	0.6	0.6	0.1*	0.3
VOCATIONAL	4087	549887	3.17	0.6	3.29	0.6	0.6	0.1*	0.2
COMMUNITY TYPE:									
URBAN	3411	407081	3.26	0.6	3.39	0.6	0.6	0.1*	0.2
SUBURBAN	8792	1093164	3.23	0.6	3.36	0.6	0.6	0.1*	0.2
RURAL	5165	734687	3.20	0.6	3.31	0.6	0.6	0.1*	0.2

APPENDIX E-99

I TAKE A POSITIVE ATTITUDE TOWARD MYSELF
(1=DISAGREE STRONGLY; 4=AGREE STRONGLY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	17411	2234673	3.20	0.6	3.30	0.6	0.6	0.1*	0.2
SEX:									
MALE	8289	1085800	3.29	0.6	3.38	0.6	0.6	0.1*	0.2
FEMALE	9122	1148873	3.11	0.6	3.23	0.6	0.6	0.1*	0.2
SES:									
LOW	3557	425478	3.17	0.6	3.30	0.6	0.6	0.1*	0.2
MIDDLE	8570	1140828	3.19	0.6	3.28	0.6	0.6	0.1*	0.2
HIGH	4880	622602	3.23	0.6	3.33	0.6	0.6	0.1*	0.2
RACE:									
WHITE	13008	1786346	3.16	0.6	3.26	0.6	0.6	0.1*	0.2
BLACK	2123	257804	3.45	0.6	3.55	0.6	0.6	0.1*	0.2
ASIAN-AMERICAN	233	25125	3.27	0.5	3.31	0.6	0.5	0.0	0.1
AMERICAN INDIAN	128	15922	3.06	0.6	3.29	0.7	0.7	0.2	0.3
MEXICAN-AMERICAN	1088	74757	3.17	0.6	3.33	0.6	0.6	0.2*	0.3
PUERTO RICAN	196	19586	3.33	0.6	3.42	0.6	0.6	0.1	0.2
OTHER HISPANIC	611	52833	3.24	0.6	3.27	0.6	0.6	0.0	0.1
SCHOOL TYPE:									
PUBLIC	14928	2001167	3.20	0.6	3.30	0.6	0.6	0.1*	0.2
PRIVATE	590	67056	3.23	0.6	3.31	0.6	0.6	0.1	0.1
CATHOLIC	1893	166451	3.21	0.6	3.30	0.6	0.6	0.1*	0.2
GEOGRAPHIC REGION:									
NORTHEAST	3988	524097	3.19	0.6	3.29	0.6	0.6	0.1*	0.2
NORTH CENTRAL	5217	670660	3.16	0.6	3.27	0.6	0.6	0.1*	0.2
SOUTH	5245	689432	3.24	0.6	3.35	0.6	0.6	0.1*	0.2
WEST	2961	350484	3.21	0.6	3.30	0.6	0.6	0.1*	0.1
CURRICULUM:									
GENERAL	5495	710591	3.18	0.6	3.25	0.6	0.6	0.1*	0.1
ACADEMIC	7747	967254	3.23	0.6	3.35	0.6	0.6	0.1*	0.2
VOCATIONAL	4092	546706	3.17	0.6	3.28	0.6	0.6	0.1*	0.2
COMMUNITY TYPE:									
URBAN	3468	410763	3.26	0.6	3.37	0.6	0.6	0.1*	0.2
SUBURBAN	8805	1095317	3.20	0.6	3.30	0.6	0.6	0.1*	0.2
RURAL	5138	728593	3.17	0.6	3.27	0.6	0.6	0.1*	0.2

ON THE WHOLE, I AM SATISFIED WITH MYSELF
(1=DISAGREE STRONGLY; 4=AGREE STRONGLY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	17560	2259356	3.01	0.7	3.10	0.6	0.7	0.1*	0.1
SEX:									
MALE	8220	1077320	3.04	0.7	3.09	0.6	0.6	0.1*	0.1
FEMALE	9340	1182036	2.98	0.7	3.10	0.6	0.7	0.1*	0.2
SES:									
LOW	3689	445409	2.96	0.7	3.05	0.7	0.7	0.1*	0.1
MIDDLE	8586	1143686	3.00	0.7	3.08	0.6	0.6	0.1*	0.1
HIGH	4895	625802	3.06	0.6	3.16	0.6	0.6	0.1*	0.2
RACE:									
WHITE	13245	1822270	3.00	0.6	3.09	0.6	0.6	0.1*	0.2
BLACK	2021	245952	3.09	0.8	3.13	0.7	0.8	0.0	0.0
ASIAN-AMERICAN	228	24835	2.99	0.7	3.10	0.7	0.7	0.1	0.2
AMERICAN INDIAN	132	16868	2.94	0.7	3.07	0.7	0.7	0.1	0.2
MEXICAN-AMERICAN	1094	74604	3.00	0.7	3.11	0.7	0.7	0.1*	0.2
PUERTO RICAN	193	18587	3.04	0.7	3.09	0.7	0.7	0.0	0.1
OTHER HISPANIC	624	53701	3.04	0.7	3.10	0.7	0.7	0.1	0.1
SCHOOL TYPE:									
PUBLIC	15083	2023177	3.00	0.7	3.09	0.6	0.7	0.1*	0.1
PRIVATE	582	67486	3.09	0.6	3.15	0.6	0.6	0.1	0.1
CATHOLIC	1895	168693	3.04	0.6	3.14	0.6	0.6	0.1*	0.2
GEOGRAPHIC REGION:									
NORTHEAST	4081	539931	3.00	0.7	3.09	0.6	0.6	0.1*	0.1
NORTH CENTRAL	5268	678996	2.99	0.6	3.10	0.6	0.6	0.1*	0.2
SOUTH	5252	690313	3.02	0.7	3.10	0.7	0.7	0.1*	0.1
WEST	2959	350117	3.03	0.6	3.12	0.6	0.6	0.1*	0.1
CURRICULUM:									
GENERAL	5577	720717	2.99	0.7	3.04	0.6	0.7	0.1*	0.1
ACADEMIC	7744	969411	3.03	0.6	3.16	0.6	0.6	0.1*	0.2
VOCATIONAL	4167	560327	2.99	0.7	3.07	0.6	0.7	0.1*	0.1
COMMUNITY TYPE:									
URBAN	3439	409172	3.04	0.7	3.11	0.7	0.7	0.1*	0.1
SUBURBAN	8855	1102201	3.00	0.7	3.10	0.6	0.6	0.1*	0.2
RURAL	5266	747982	3.00	0.6	3.09	0.6	0.6	0.1*	0.1

AT TIMES, I THINK I AM NO GOOD AT ALL
(1=AGREE STRONGLY; 4=DISAGREE STRONGLY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	16644	2143500	2.48	0.8	2.61	0.8	0.8	0.1*	0.2
SEX:									
MALE	7750	1017857	2.58	0.8	2.69	0.8	0.8	0.1*	0.1
FEMALE	8894	1125643	2.39	0.8	2.54	0.8	0.8	0.2*	0.2
SES:									
LOW	3451	417180	2.44	0.8	2.57	0.8	0.8	0.1*	0.2
MIDDLE	8200	1093006	2.47	0.8	2.60	0.8	0.8	0.1*	0.2
HIGH	4630	591399	2.51	0.8	2.64	0.8	0.8	0.1*	0.2
RACE:									
WHITE	12600	1733607	2.44	0.8	2.57	0.8	0.8	0.1*	0.2
BLACK	1892	229849	2.78	0.9	2.91	0.9	0.9	0.1*	0.1
ASIAN-AMERICAN	203	21990	2.55	0.7	2.56	0.8	0.8	0.0	0.0
AMERICAN INDIAN	121	15675	2.48	0.8	2.60	0.8	0.8	0.1	0.1
MEXICAN-AMERICAN	1029	70741	2.43	0.8	2.59	0.8	0.8	0.2*	0.2
PUERTO RICAN	184	18501	2.67	0.9	2.65	0.9	0.9	-0.0	-0.0
OTHER HISPANIC	593	50623	2.48	0.8	2.63	0.8	0.8	0.1	0.2
SCHOOL TYPE:									
PUBLIC	14292	1919232	2.48	0.8	2.61	0.8	0.8	0.1*	0.2
PRIVATE	554	65353	2.51	0.8	2.62	0.8	0.8	0.1	0.1
CATHOLIC	1798	158915	2.45	0.8	2.59	0.8	0.8	0.1*	0.2
GEOGRAPHIC REGION:									
NORTHEAST	3823	508848	2.51	0.8	2.63	0.8	0.8	0.1*	0.1
NORTH CENTRAL	5045	651124	2.42	0.8	2.57	0.8	0.8	0.1*	0.2
SOUTH	4949	649543	2.51	0.8	2.64	0.8	0.8	0.1*	0.2
WEST	2827	333985	2.48	0.8	2.61	0.8	0.8	0.1*	0.2
CURRICULUM:									
GENERAL	5266	679683	2.44	0.8	2.56	0.8	0.8	0.1*	0.1
ACADEMIC	7360	922410	2.52	0.8	2.65	0.8	0.8	0.1*	0.2
VOCATIONAL	3949	532358	2.45	0.8	2.60	0.8	0.8	0.2*	0.2
COMMUNITY TYPE:									
URBAN	3226	387535	2.57	0.8	2.68	0.8	0.8	0.1*	0.1
SUBURBAN	8443	1048927	2.48	0.8	2.61	0.8	0.8	0.1*	0.2
RURAL	4975	707038	2.42	0.8	2.57	0.8	0.8	0.2*	0.2

APPENDIX E-102

I AM ABLE TO DO THINGS AS WELL AS MOST OTHER PEOPLE
(1=DISAGREE STRONGLY; 4=AGREE STRONGLY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS		POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
			MEAN	S.D.	MEAN	S.D.			
TOTAL	17988	2322702	3.21	0.6	3.31	0.6	0.6	0.1*	0.2
SEX:									
MALE	8491	1116983	3.25	0.6	3.34	0.6	0.6	0.1*	0.2
FEMALE	9497	1205719	3.16	0.6	3.28	0.6	0.6	0.1*	0.2
SES:									
LOW	3758	456652	3.14	0.6	3.28	0.6	0.6	0.1*	0.2
MIDDLE	8857	1183878	3.19	0.6	3.28	0.5	0.6	0.1*	0.2
HIGH	4962	634700	3.27	0.6	3.38	0.6	0.6	0.1*	0.2
RACE:									
WHITE	13593	1873491	3.20	0.6	3.30	0.5	0.5	0.1*	0.2
BLACK	2072	254207	3.31	0.6	3.42	0.6	0.6	0.1*	0.2
ASIAN-AMERICAN	234	25265	3.23	0.6	3.35	0.5	0.5	0.1	0.2
AMERICAN INDIAN	135	17487	3.07	0.6	3.28	0.6	0.6	0.2	0.3
MEXICAN-AMERICAN	1107	75164	3.13	0.6	3.26	0.6	0.6	0.1*	0.2
PUERTO RICAN	190	19016	3.13	0.6	3.36	0.6	0.6	0.2*	0.4
OTHER HISPANIC	632	55227	3.19	0.6	3.29	0.6	0.6	0.1	0.2
SCHOOL TYPE:									
PUBLIC	15478	2083482	3.20	0.6	3.31	0.6	0.6	0.1*	0.2
PRIVATE	594	68458	3.26	0.6	3.34	0.6	0.6	0.1	0.1
CATHOLIC	1916	170762	3.24	0.6	3.31	0.6	0.6	0.1*	0.1
GEOGRAPHIC REGION:									
NORTHEAST	4194	556368	3.21	0.6	3.30	0.5	0.6	0.1*	0.2
NORTH CENTRAL	5431	701474	3.18	0.6	3.28	0.5	0.6	0.1*	0.2
SOUTH	5321	703089	3.21	0.6	3.33	0.6	0.6	0.1*	0.2
WEST	3042	361770	3.23	0.5	3.34	0.6	0.5	0.1*	0.2
CURRICULUM:									
GENERAL	5747	749651	3.17	0.6	3.26	0.5	0.6	0.1*	0.2
ACADEMIC	7872	985975	3.26	0.6	3.37	0.6	0.6	0.1*	0.2
VOCATIONAL	4288	576907	3.16	0.6	3.27	0.6	0.6	0.1*	0.2
COMMUNITY TYPE:									
URBAN	3525	423662	3.22	0.6	3.34	0.6	0.6	0.1*	0.2
SUBURBAN	9088	1134160	3.21	0.6	3.31	0.6	0.6	0.1*	0.2
RURAL	5375	764880	3.19	0.6	3.29	0.6	0.6	0.1*	0.2

I FEEL I DO NOT HAVE MUCH TO BE PROUD OF
(1=AGREE STRONGLY; 4=DISAGREE STRONGLY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	17440	2246790	3.20	0.7	3.28	0.7	0.7	0.1*	0.1
SEX:									
MALE	8166	1071880	3.17	0.8	3.24	0.8	0.8	0.1*	0.1
FEMALE	9274	1174911	3.22	0.7	3.31	0.7	0.7	0.1*	0.1
SES:									
LOW	3607	435860	3.07	0.8	3.17	0.8	0.8	0.1*	0.1
MIDDLE	8601	1146278	3.20	0.7	3.27	0.7	0.7	0.1*	0.1
HIGH	4857	621630	3.29	0.7	3.38	0.7	0.7	0.1*	0.1
RACE:									
WHITE	13188	1814373	3.21	0.7	3.29	0.7	0.7	0.1*	0.1
BLACK	2019	246318	3.20	0.9	3.26	0.9	0.9	0.1	0.1
ASIAN-AMERICAN	210	22845	3.19	0.8	3.23	0.7	0.8	0.0	0.1
AMERICAN INDIAN	129	17152	3.09	0.8	3.15	0.8	0.8	0.1	0.1
MEXICAN-AMERICAN	1071	72743	3.04	0.8	3.14	0.8	0.8	0.1	0.1
PUERTO RICAN	187	17852	2.94	0.8	3.29	0.7	0.8	0.3*	0.4
OTHER HISPANIC	611	52632	3.10	0.8	3.21	0.8	0.8	0.1	0.1
SCHOOL TYPE:									
PUBLIC	14972	2011920	3.19	0.8	3.27	0.7	0.7	0.1*	0.1
PRIVATE	576	65716	3.32	0.6	3.34	0.7	0.7	0.0	0.0
CATHOLIC	1892	169154	3.23	0.7	3.35	0.7	0.7	0.1*	0.2
GEOGRAPHIC REGION:									
NORTHEAST	4039	532666	3.18	0.7	3.28	0.7	0.7	0.1*	0.1
NORTH CENTRAL	5238	676083	3.19	0.7	3.26	0.7	0.7	0.1*	0.1
SOUTH	5239	689645	3.20	0.8	3.26	0.8	0.8	0.1*	0.1
WEST	2924	348396	3.24	0.7	3.32	0.7	0.7	0.1*	0.1
CURRICULUM:									
GENERAL	5479	711406	3.12	0.8	3.19	0.7	0.8	0.1*	0.1
ACADEMIC	7770	973122	3.30	0.7	3.39	0.7	0.7	0.1*	0.1
VOCATIONAL	4122	553543	3.12	0.8	3.18	0.8	0.8	0.1*	0.1
COMMUNITY TYPE:									
URBAN	3407	406844	3.20	0.8	3.29	0.8	0.8	0.1*	0.1
SUBURBAN	8784	1093659	3.21	0.7	3.29	0.7	0.7	0.1*	0.1
RURAL	5249	746288	3.18	0.8	3.24	0.7	0.7	0.1*	0.1

APPENDIX E-104

PEOPLE WHO ACCEPT THEIR CONDITION IN LIFE ARE HAPPIER THAN THOSE WHO TRY TO CHANGE THINGS

(1=AGREE STRONGLY; 4=DISAGREE STRONGLY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	15570	2017253	2.47	0.9	2.67	0.9	0.9	0.2*	0.2
SEX:									
MALE	7184	949590	2.46	0.9	2.66	0.8	0.9	0.2*	0.2
FEMALE	8386	1067663	2.47	0.9	2.68	0.9	0.9	0.2*	0.2
SES:									
LOW	3280	400154	2.30	0.8	2.46	0.9	0.9	0.2*	0.2
MIDDLE	7699	1032610	2.44	0.9	2.66	0.9	0.9	0.2*	0.2
HIGH	4269	547035	2.64	0.9	2.87	0.8	0.8	0.2*	0.3
RACE:									
WHITE	11827	1636293	2.49	0.9	2.71	0.8	0.9	0.2*	0.3
BLACK	1705	210178	2.36	0.9	2.51	1.0	0.9	0.2*	0.2
ASIAN-AMERICAN	193	20857	2.47	0.8	2.65	0.9	0.9	0.2	0.2
AMERICAN INDIAN	113	15080	2.42	0.9	2.54	0.9	0.9	0.1	0.1
MEXICAN-AMERICAN	988	67197	2.32	0.8	2.44	0.9	0.8	0.1	0.1
PUERTO RICAN	170	17356	2.30	0.8	2.41	0.8	0.8	0.1	0.1
OTHER HISPANIC	556	48636	2.32	0.8	2.52	0.9	0.9	0.2*	0.2
SCHOOL TYPE:									
PUBLIC	13424	1811272	2.45	0.9	2.66	0.9	0.9	0.2*	0.2
PRIVATE	500	60118	2.67	0.8	2.88	0.9	0.9	0.2*	0.2
CATHOLIC	1646	145863	2.57	0.9	2.79	0.8	0.8	0.2*	0.3
GEOGRAPHIC REGION:									
NORTHEAST	3577	477207	2.52	0.9	2.70	0.9	0.9	0.2*	0.2
NORTH CENTRAL	4688	608387	2.47	0.8	2.68	0.8	0.8	0.2*	0.2
SOUTH	4686	620134	2.39	0.9	2.60	0.9	0.9	0.2*	0.2
WEST	2619	311526	2.53	0.9	2.76	0.9	0.9	0.2*	0.3
CURRICULUM:									
GENERAL	4945	644409	2.35	0.8	2.55	0.8	0.8	0.2*	0.2
ACADEMIC	6788	854141	2.65	0.9	2.88	0.8	0.9	0.2*	0.3
VOCATIONAL	3767	509800	2.31	0.8	2.48	0.9	0.8	0.2*	0.2
COMMUNITY TYPE:									
URBAN	3006	361661	2.49	0.9	2.68	0.9	0.9	0.2*	0.2
SUBURBAN	7830	982456	2.50	0.9	2.71	0.9	0.9	0.2*	0.2
RURAL	4734	673136	2.41	0.9	2.61	0.9	0.9	0.2*	0.2

DO OTHER SOPHOMORES IN YOUR SCHOOL SEE YOU AS A TROUBLE MAKER?
(1=VERY; 3=NOT AT ALL)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	19406	2496051	2.72	0.5	2.80	0.5	0.5	0.1*	0.1
SEX:									
MALE	9255	1211823	2.65	0.5	2.71	0.5	0.5	0.1*	0.1
FEMALE	10151	1284228	2.80	0.5	2.88	0.4	0.4	0.1*	0.2
SES:									
LOW	4204	508371	2.74	0.5	2.82	0.4	0.5	0.1*	0.2
MIDDLE	9488	1262172	2.72	0.5	2.79	0.5	0.5	0.1*	0.1
HIGH	5219	668591	2.72	0.5	2.80	0.4	0.5	0.1*	0.2
RACE:									
WHITE	14567	2004650	2.71	0.5	2.78	0.5	0.5	0.1*	0.1
BLACK	2268	278088	2.87	0.4	2.90	0.3	0.4	0.0*	0.1
ASIAN-AMERICAN	254	27301	2.79	0.5	2.85	0.4	0.4	0.1	0.1
AMERICAN INDIAN	158	20348	2.59	0.6	2.66	0.6	0.6	0.1	0.1
MEXICAN-AMERICAN	1237	83367	2.72	0.5	2.80	0.5	0.5	0.1*	0.2
PUERTO RICAN	222	21345	2.76	0.5	2.83	0.4	0.5	0.1	0.2
OTHER HISPANIC	671	58030	2.70	0.5	2.83	0.4	0.5	0.1*	0.3
SCHOOL TYPE:									
PUBLIC	16713	2240585	2.73	0.5	2.80	0.4	0.5	0.1*	0.1
PRIVATE	626	73619	2.63	0.5	2.72	0.5	0.5	0.1*	0.2
CATHOLIC	2067	181847	2.67	0.5	2.75	0.5	0.5	0.1*	0.2
GEOGRAPHIC REGION:									
NORTHEAST	4453	589860	2.72	0.5	2.79	0.5	0.5	0.1*	0.1
NORTH CENTRAL	5866	754897	2.66	0.5	2.76	0.5	0.5	0.1*	0.2
SOUTH	5822	769241	2.81	0.4	2.84	0.4	0.4	0.0*	0.1
WEST	3265	382053	2.71	0.5	2.78	0.5	0.5	0.1*	0.2
CURRICULUM:									
GENERAL	6245	810123	2.66	0.6	2.74	0.5	0.5	0.1*	0.1
ACADEMIC	8310	1036323	2.78	0.5	2.85	0.4	0.4	0.1*	0.2
VOCATIONAL	4752	637366	2.71	0.5	2.78	0.5	0.5	0.1*	0.1
COMMUNITY TYPE:									
URBAN	3783	449838	2.78	0.5	2.84	0.4	0.4	0.1*	0.1
SUBURBAN	9752	1213607	2.71	0.5	2.79	0.5	0.5	0.1*	0.2
RURAL	5871	832607	2.72	0.5	2.78	0.5	0.5	0.1*	0.1

DO OTHER SOPHOMORES IN YOUR SCHOOL SEE YOU AS A GOOD STUDENT?
(1=NOT AT ALL; 3=VERY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	19678	2530021	2.23	0.6	2.24	0.6	0.6	0.0	0.0
SEX:									
MALE	9382	1227896	2.17	0.6	2.16	0.6	0.6	-0.0	-0.0
FEMALE	10296	1302124	2.28	0.6	2.31	0.5	0.6	0.0*	0.0
SES:									
LOW	4292	518679	2.17	0.6	2.20	0.6	0.6	0.0	0.1
MIDDLE	9603	1276654	2.21	0.6	2.21	0.6	0.6	0.0	0.0
HIGH	5274	675898	2.32	0.6	2.32	0.6	0.6	0.0	0.0
RACE:									
WHITE	14703	2023158	2.21	0.6	2.22	0.6	0.6	0.0	0.0
BLACK	2342	286622	2.40	0.6	2.40	0.5	0.6	-0.0	-0.0
ASIAN-AMERICAN	264	28604	2.37	0.6	2.38	0.6	0.6	0.0	0.0
AMERICAN INDIAN	161	20601	2.13	0.7	2.23	0.6	0.7	0.1	0.2
MEXICAN-AMERICAN	1262	85860	2.15	0.6	2.17	0.5	0.5	0.0	0.0
PUERTO RICAN	226	21943	2.18	0.7	2.23	0.6	0.6	0.0	0.1
OTHER HISPANIC	690	60081	2.17	0.6	2.20	0.6	0.6	0.0	0.1
SCHOOL TYPE:									
PUBLIC	16961	2271872	2.23	0.6	2.24	0.6	0.6	0.0	0.0
PRIVATE	629	74031	2.19	0.6	2.22	0.6	0.6	0.0	0.1
CATHOLIC	2088	184118	2.24	0.6	2.27	0.6	0.6	0.0	0.1
GEOGRAPHIC REGION:									
NORTHEAST	4508	595826	2.23	0.6	2.24	0.6	0.6	0.0	0.0
NORTH CENTRAL	5926	762853	2.19	0.6	2.21	0.6	0.6	0.0	0.0
SOUTH	5943	784584	2.25	0.6	2.27	0.6	0.6	0.0	0.0
WEST	3301	386757	2.26	0.6	2.24	0.6	0.6	-0.0	-0.0
CURRICULUM:									
GENERAL	6333	820228	2.10	0.5	2.09	0.5	0.5	-0.0	-0.0
ACADEMIC	8402	1047595	2.39	0.6	2.41	0.5	0.6	0.0	0.0
VOCATIONAL	4841	649717	2.12	0.6	2.15	0.5	0.6	0.0	0.0
COMMUNITY TYPE:									
URBAN	3856	457461	2.27	0.6	2.27	0.6	0.6	0.0	0.0
SUBURBAN	9882	1230730	2.23	0.6	2.24	0.6	0.6	0.0	0.0
RURAL	5940	841830	2.21	0.6	2.23	0.6	0.6	0.0	0.0

DO OTHER SOPHOMORES IN YOUR SCHOOL SEE YOU AS IMPORTANT?
(1=NOT AT ALL; 3=VERY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	19265	2480023	1.96	0.6	1.99	0.6	0.6	0.0*	0.1
SEX:									
MALE	9194	1204811	1.92	0.6	1.97	0.6	0.6	0.1*	0.1
FEMALE	10071	1275212	1.99	0.6	2.00	0.6	0.6	0.0	0.0
SES:									
LOW	4212	510427	1.85	0.6	1.91	0.6	0.6	0.1*	0.1
MIDDLE	9403	1251739	1.96	0.6	1.97	0.6	0.6	0.0	0.0
HIGH	5165	662310	2.04	0.6	2.09	0.5	0.6	0.0*	0.1
RACE:									
WHITE	14440	1988906	1.95	0.6	1.98	0.6	0.6	0.0*	0.1
BLACK	2272	278066	2.02	0.6	2.07	0.6	0.6	0.1	0.1
ASIAN-AMERICAN	250	26731	1.94	0.6	2.06	0.6	0.6	0.1	0.2
AMERICAN INDIAN	157	20084	1.95	0.6	2.01	0.5	0.6	0.1	0.1
MEXICAN-AMERICAN	1226	83593	1.89	0.6	1.97	0.6	0.6	0.1	0.1
PUERTO RICAN	216	20915	1.86	0.6	1.97	0.7	0.6	0.1	0.2
OTHER HISPANIC	676	58875	2.01	0.6	2.01	0.6	0.6	-0.0	-0.0
SCHOOL TYPE:									
PUBLIC	16587	2224332	1.95	0.6	1.98	0.6	0.6	0.0*	0.1
PRIVATE	618	73729	2.02	0.6	2.09	0.6	0.6	0.1	0.1
CATHOLIC	2060	181963	2.04	0.5	2.08	0.5	0.5	0.0	0.1
GEOGRAPHIC REGION:									
NORTHEAST	4414	583671	1.96	0.6	2.00	0.6	0.6	0.0*	0.1
NORTH CENTRAL	5811	747872	1.95	0.6	1.97	0.6	0.6	0.0	0.0
SOUTH	5806	769454	1.96	0.6	2.00	0.6	0.6	0.0*	0.1
WEST	3234	379026	1.96	0.6	1.99	0.6	0.6	0.0	0.1
CURRICULUM:									
GENERAL	6213	805844	1.91	0.6	1.92	0.6	0.6	0.0	0.0
ACADEMIC	8235	1028048	2.02	0.6	2.09	0.6	0.6	0.1*	0.1
VOCATIONAL	4720	634165	1.91	0.6	1.93	0.6	0.6	0.0	0.0
COMMUNITY TYPE:									
URBAN	3767	447220	1.95	0.6	1.99	0.6	0.6	0.0	0.1
SUBURBAN	9662	1204536	1.97	0.6	2.00	0.6	0.6	0.0	0.0
RURAL	5836	828266	1.94	0.6	1.98	0.6	0.6	0.0*	0.1

3

DO OTHER SOPHOMORES IN YOUR SCHOOL SEE YOU AS SOCIALLY ACTIVE?
(1=NOT AT ALL; 3=VERY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	19472	2505893	1.98	0.6	1.96	0.7	0.6	-0.0	-0.0
SEX:									
MALE	9278	1215459	1.89	0.6	1.93	0.7	0.6	0.0*	0.1
FEMALE	10194	1290434	2.05	0.6	1.99	0.7	0.6	-0.1*	-0.1
SES:									
LOW	4224	511173	1.85	0.7	1.82	0.7	0.7	-0.0	-0.1
MIDDLE	9520	1265873	1.98	0.6	1.94	0.7	0.6	-0.0*	-0.1
HIGH	5237	672033	2.06	0.6	2.12	0.6	0.6	0.1*	0.1
RACE:									
WHITE	14594	2009201	1.97	0.6	1.95	0.7	0.6	-0.0	-0.0
BLACK	2298	281350	2.09	0.7	2.05	0.6	0.7	-0.0	-0.1
ASIAN-AMERICAN	256	27707	1.84	0.6	1.89	0.7	0.6	0.0	0.1
AMERICAN INDIAN	157	20129	1.82	0.6	2.03	0.7	0.6	0.2	0.3
MEXICAN-AMERICAN	1247	84861	1.86	0.6	1.85	0.7	0.7	-0.0	-0.0
PUERTO RICAN	216	21276	1.98	0.6	1.85	0.7	0.7	-0.1	-0.2
OTHER HISPANIC	674	58218	1.98	0.7	1.95	0.7	0.7	-0.0	-0.1
SCHOOL TYPE:									
PUBLIC	16763	2248150	1.97	0.6	1.95	0.7	0.6	-0.0	-0.0
PRIVATE	629	74385	2.09	0.6	2.11	0.6	0.6	0.0	0.0
CATHOLIC	2080	183357	2.03	0.6	2.06	0.6	0.6	0.0	0.1
GEOGRAPHIC REGION:									
NORTHEAST	4471	591516	1.99	0.6	1.99	0.7	0.7	0.0	0.0
NORTH CENTRAL	5878	756280	1.96	0.6	1.94	0.7	0.6	-0.0	-0.0
SOUTH	5839	772474	1.99	0.6	1.96	0.6	0.6	-0.0	-0.0
WEST	3284	385622	1.97	0.6	1.97	0.7	0.6	-0.0	-0.0
CURRICULUM:									
GENERAL	6271	812781	1.94	0.6	1.88	0.7	0.7	-0.1*	-0.1
ACADEMIC	8342	1041023	2.03	0.6	2.09	0.6	0.6	0.1*	0.1
VOCATIONAL	4762	640144	1.93	0.6	1.84	0.7	0.7	-0.1*	-0.1
COMMUNITY TYPE:									
URBAN	3819	453595	1.97	0.7	1.95	0.7	0.7	-0.0	-0.0
SUBURBAN	9786	1219967	1.98	0.6	1.97	0.7	0.6	-0.0	-0.0
RURAL	5867	832331	1.97	0.6	1.95	0.7	0.6	-0.0	-0.0

APPENDIX E-109

DO OTHER SOPHOMORES IN YOUR SCHOOL SEE YOU AS POPULAR?
(1=NOT AT ALL; 3=VERY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS		POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
			MEAN	S.D.	MEAN	S.D.			
TOTAL	19583	2519037	1.95	0.5	2.00	0.6	0.5	0.1*	0.1
SEX:									
MALE	9365	1227157	1.96	0.5	2.04	0.6	0.5	0.1*	0.2
FEMALE	10218	1291880	1.94	0.5	1.96	0.5	0.5	0.0	0.0
SES:									
LOW	4269	516803	1.85	0.6	1.89	0.6	0.6	0.0	0.1
MIDDLE	9572	1272653	1.95	0.5	2.00	0.5	0.5	0.0*	0.1
HIGH	5240	671615	2.02	0.5	2.10	0.5	0.5	0.1*	0.1
RACE:									
WHITE	14631	2013517	1.93	0.5	1.98	0.5	0.5	0.1*	0.1
BLACK	2339	287463	2.08	0.6	2.11	0.6	0.6	0.0	0.1
ASIAN-AMERICAN	260	28012	1.86	0.5	1.90	0.6	0.6	0.0	0.1
AMERICAN INDIAN	161	20670	1.88	0.6	2.02	0.6	0.6	0.1	0.2
MEXICAN-AMERICAN	1252	84845	1.85	0.6	1.95	0.6	0.6	0.1*	0.2
PUERTO RICAN	224	21846	1.96	0.6	2.02	0.6	0.6	0.1	0.1
OTHER HISPANIC	686	59533	1.99	0.5	2.01	0.6	0.6	0.0	0.0
SCHOOL TYPE:									
PUBLIC	16871	2261699	1.94	0.5	1.99	0.6	0.5	0.1*	0.1
PRIVATE	625	73789	2.04	0.5	2.11	0.5	0.5	0.1	0.1
CATHOLIC	2087	183550	2.01	0.5	2.05	0.5	0.5	0.0	0.1
GEOGRAPHIC REGION:									
NORTHEAST	4485	593211	1.98	0.5	2.03	0.5	0.5	0.1*	0.1
NORTH CENTRAL	5900	759028	1.94	0.5	1.98	0.5	0.5	0.0*	0.1
SOUTH	5918	782995	1.95	0.6	2.01	0.6	0.6	0.1*	0.1
WEST	3280	383803	1.91	0.5	1.97	0.6	0.5	0.1*	0.1
CURRICULUM:									
GENERAL	6322	819590	1.93	0.5	1.96	0.6	0.6	0.0	0.1
ACADEMIC	8346	1040936	1.99	0.5	2.08	0.5	0.5	0.1*	0.2
VOCATIONAL	4813	646018	1.90	0.5	1.93	0.6	0.6	0.0	0.0
COMMUNITY TYPE:									
URBAN	3343	456546	1.95	0.6	2.01	0.6	0.6	0.1*	0.1
SUBURBAN	9838	1226262	1.95	0.5	1.99	0.5	0.5	0.0*	0.1
RURAL	5902	836229	1.95	0.5	2.00	0.5	0.5	0.0*	0.1

APPENDIX E-110

DO OTHER SOPHOMORES IN YOUR SCHOOL SEE YOU AS ATHLETIC?
(1=NOT AT ALL; 3=VERY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	19608	2521906	1.84	0.7	1.74	0.7	0.7	-0.1*	-0.1
SEX:									
MALE	9365	1227149	1.99	0.7	1.92	0.7	0.7	-0.1*	-0.1
FEMALE	10243	1294757	1.70	0.7	1.57	0.7	0.7	-0.1*	-0.2
SES:									
LOW	4266	516590	1.71	0.7	1.61	0.7	0.7	-0.1*	-0.1
MIDDLE	9583	1274081	1.84	0.7	1.73	0.7	0.7	-0.1*	-0.2
HIGH	5258	673747	1.96	0.7	1.88	0.7	0.7	-0.1*	-0.1
RACE:									
WHITE	14675	2019338	1.83	0.7	1.73	0.7	0.7	-0.1*	-0.1
BLACK	2323	284809	1.94	0.8	1.80	0.8	0.8	-0.1*	-0.2
ASIAN-AMERICAN	259	27962	1.82	0.7	1.70	0.7	0.7	-0.1	-0.2
AMERICAN INDIAN	159	20581	1.89	0.7	1.82	0.7	0.7	-0.1	-0.1
MEXICAN-AMERICAN	1260	85638	1.80	0.7	1.73	0.7	0.7	-0.1	-0.1
PUERTO RICAN	219	21164	1.82	0.7	1.67	0.7	0.7	-0.1	-0.2
OTHER HISPANIC	683	59263	1.88	0.7	1.77	0.7	0.7	-0.1	-0.2
SCHOOL TYPE:									
PUBLIC	16894	2264335	1.84	0.7	1.73	0.7	0.7	-0.1*	-0.1
PRIVATE	627	73755	1.99	0.7	1.90	0.7	0.7	-0.1	-0.1
CATHOLIC	2087	183815	1.88	0.7	1.79	0.7	0.7	-0.1*	-0.1
GEOGRAPHIC REGION:									
NORTHEAST	4499	595415	1.84	0.7	1.76	0.7	0.7	-0.1*	-0.1
NORTH CENTRAL	5916	761323	1.86	0.7	1.75	0.7	0.7	-0.1*	-0.2
SOUTH	5894	779072	1.81	0.7	1.70	0.7	0.7	-0.1*	-0.2
WEST	3299	386095	1.88	0.7	1.79	0.7	0.7	-0.1*	-0.1
CURRICULUM:									
GENERAL	6314	817695	1.82	0.7	1.71	0.7	0.7	-0.1*	-0.2
ACADEMIC	8389	1047277	1.93	0.7	1.86	0.7	0.7	-0.1*	-0.1
VOCATIONAL	4805	644663	1.73	0.7	1.60	0.7	0.7	-0.1*	-0.2
COMMUNITY TYPE:									
URBAN	3836	455645	1.81	0.7	1.71	0.7	0.7	-0.1*	-0.1
SUBURBAN	9861	1228497	1.85	0.7	1.75	0.7	0.7	-0.1*	-0.1
RURAL	5911	837763	1.85	0.7	1.74	0.7	0.7	-0.1*	-0.2

APPENDIX E-111

DO OTHER SOPHOMORES IN YOUR SCHOOL SEE YOU AS PART OF THE LEADING CROWD?
(1=NOT AT ALL; 3=VERY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	19493	2506169	1.80	0.7	1.81	0.7	0.7	0.0	0.0
SEX:									
MALE	9292	1217231	1.82	0.7	1.86	0.7	0.7	0.0*	0.1
FEMALE	10201	1288939	1.78	0.7	1.76	0.7	0.7	-0.0	-0.0
SES:									
LOW	4262	515830	1.71	0.7	1.68	0.7	0.7	-0.0	-0.0
MIDDLE	9530	1266617	1.79	0.6	1.80	0.7	0.7	0.0	0.0
HIGH	5205	666170	1.89	0.7	1.95	0.7	0.7	0.1*	0.1
RACE:									
WHITE	14595	2008144	1.81	0.7	1.82	0.7	0.7	0.0	0.0
BLACK	2304	282848	1.75	0.7	1.80	0.7	0.7	0.0	0.1
ASIAN-AMERICAN	253	26999	1.65	0.6	1.75	0.7	0.6	0.1	0.2
AMERICAN INDIAN	160	20635	1.74	0.6	1.90	0.8	0.7	0.2	0.2
MEXICAN-AMERICAN	1253	84629	1.77	0.7	1.77	0.7	0.7	0.0	0.0
PUERTO RICAN	221	21381	1.75	0.7	1.75	0.7	0.7	0.0	0.0
OTHER HISPANIC	678	58610	1.78	0.7	1.80	0.7	0.7	0.0	0.0
SCHOOL TYPE:									
PUBLIC	16804	2251278	1.79	0.7	1.80	0.7	0.7	0.0	0.0
PRIVATE	616	72393	1.94	0.7	1.99	0.7	0.7	0.1	0.1
CATHOLIC	2073	182498	1.82	0.7	1.86	0.7	0.7	0.0	0.1
GEOGRAPHIC REGION:									
NORTHEAST	4467	590356	1.79	0.7	1.78	0.7	0.7	-0.0	-0.0
NORTH CENTRAL	5877	756751	1.79	0.7	1.80	0.7	0.7	0.0	0.0
SOUTH	5871	775877	1.82	0.7	1.84	0.7	0.7	0.0	0.0
WEST	3278	383185	1.76	0.7	1.82	0.7	0.7	0.1	0.1
CURRICULUM:									
GENERAL	6292	815079	1.80	0.7	1.77	0.7	0.7	-0.0	-0.0
ACADEMIC	8306	1035485	1.83	0.7	1.92	0.7	0.7	0.1*	0.1
VOCATIONAL	4796	643529	1.75	0.7	1.69	0.7	0.7	-0.1*	-0.1
COMMUNITY TYPE:									
URBAN	3812	452344	1.75	0.7	1.78	0.7	0.7	0.0	0.0
SUBURBAN	9781	1217634	1.79	0.7	1.81	0.7	0.7	0.0	0.0
RURAL	5900	836191	1.83	0.7	1.84	0.7	0.7	0.0	0.0

GOOD LUCK IS MORE IMPORTANT THAN HARD WORK FOR SUCCESS
(1=AGREE STRONGLY; 4=DISAGREE STRONGLY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS		POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
			MEAN	S.D.	MEAN	S.D.			
TOTAL	17236	2221218	3.13	0.7	3.18	0.7	0.7	0.1*	0.1
SEX:									
MALE	7997	1047851	3.09	0.7	3.12	0.7	0.7	0.0	0.1
FEMALE	9239	1173367	3.17	0.7	3.24	0.6	0.6	0.1*	0.1
SES:									
LOW	3574	429902	3.01	0.7	3.09	0.7	0.7	0.1*	0.1
MIDDLE	8486	1134328	3.13	0.7	3.19	0.7	0.7	0.1*	0.1
HIGH	4784	611623	3.23	0.6	3.25	0.6	0.6	0.0	0.0
RACE:									
WHITE	13062	1797677	3.18	0.7	3.21	0.6	0.6	0.0*	0.1
BLACK	1922	234807	2.92	0.8	3.04	0.8	0.8	0.1*	0.1
ASIAN-AMERICAN	223	23938	3.10	0.6	3.23	0.7	0.7	0.1	0.2
AMERICAN INDIAN	132	16657	3.02	0.8	3.01	0.7	0.8	-0.0	-0.0
MEXICAN-AMERICAN	1099	76099	2.89	0.8	3.02	0.7	0.8	0.1*	0.2
PUERTO RICAN	183	17674	2.79	0.7	3.03	0.8	0.8	0.2	0.3
OTHER HISPANIC	591	51799	2.97	0.8	3.05	0.7	0.7	0.1	0.1
SCHOOL TYPE:									
PUBLIC	14829	1990635	3.12	0.7	3.17	0.7	0.7	0.1*	0.1
PRIVATE	576	66336	3.19	0.6	3.23	0.6	0.6	0.0	0.1
CATHOLIC	1831	164247	3.23	0.6	3.26	0.6	0.6	0.0	0.0
GEOGRAPHIC REGION:									
NORTHEAST	3941	522205	3.12	0.7	3.18	0.7	0.7	0.1*	0.1
NORTH CENTRAL	5218	674698	3.17	0.7	3.20	0.6	0.7	0.0	0.1
SOUTH	5148	678547	3.07	0.7	3.14	0.7	0.7	0.1*	0.1
WEST	2929	345767	3.19	0.7	3.24	0.6	0.7	0.0	0.1
CURRICULUM:									
GENERAL	5452	706119	3.06	0.7	3.12	0.7	0.7	0.1*	0.1
ACADEMIC	7586	950226	3.26	0.6	3.29	0.6	0.6	0.0*	0.1
VOCATIONAL	4123	555211	3.01	0.7	3.08	0.7	0.7	0.1*	0.1
COMMUNITY TYPE:									
URBAN	3366	403006	3.10	0.7	3.15	0.7	0.7	0.1	0.1
SUBURBAN	8718	1087959	3.15	0.7	3.20	0.7	0.7	0.0*	0.1
RURAL	5152	730253	3.12	0.7	3.17	0.7	0.7	0.1*	0.1

PLANNING ONLY MAKES A PERSON UNHAPPY, SINCE PLANS HARDLY EVER WORK OUT ANYWAY
(1=AGREE STRONGLY; 4=DISAGREE STRONGLY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS		POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
			MEAN	S.D.	MEAN	S.D.			
TOTAL	17138	2213770	3.03	0.8	3.06	0.7	0.7	0.0*	0.0
SEX:									
MALE	7945	1046281	2.97	0.8	3.00	0.7	0.8	0.0	0.0
FEMALE	9193	1167489	3.08	0.8	3.12	0.7	0.7	0.0*	0.1
SES:									
LOW	3539	431757	2.84	0.8	2.87	0.8	0.8	0.0	0.0
MIDDLE	8427	1123278	3.03	0.8	3.06	0.7	0.7	0.0	0.0
HIGH	4809	617071	3.17	0.7	3.20	0.7	0.7	0.0	0.0
RACE:									
WHITE	13041	1797877	3.05	0.7	3.09	0.7	0.7	0.0*	0.0
BLACK	1891	231179	2.94	0.8	2.95	0.8	0.8	0.0	0.0
ASIAN-AMERICAN	221	24373	3.15	0.7	3.19	0.7	0.7	0.0	0.1
AMERICAN INDIAN	128	16681	2.70	0.8	2.81	0.8	0.8	0.1	0.1
MEXICAN-AMERICAN	1068	72385	2.83	0.8	2.87	0.8	0.8	0.0	0.1
PUERTO RICAN	177	18029	2.75	0.8	2.83	0.8	0.8	0.1	0.1
OTHER HISPANIC	590	50965	2.89	0.8	2.96	0.8	0.8	0.1	0.1
SCHOOL TYPE:									
PUBLIC	14734	1980857	3.02	0.8	3.05	0.7	0.8	0.0*	0.0
PRIVATE	572	68054	3.13	0.7	3.16	0.7	0.7	0.0	0.0
CATHOLIC	1832	164859	3.09	0.7	3.12	0.7	0.7	0.0	0.0
GEOGRAPHIC REGION:									
NORTHEAST	3931	522441	2.99	0.8	3.01	0.7	0.7	0.0	0.0
NORTH CENTRAL	5191	672355	3.04	0.7	3.08	0.7	0.7	0.0	0.1
SOUTH	5091	671364	2.99	0.8	3.02	0.8	0.8	0.0	0.0
WEST	2925	347609	3.13	0.7	3.19	0.7	0.7	0.1	0.1
CURRICULUM:									
GENERAL	5430	705249	2.92	0.8	2.96	0.7	0.8	0.0	0.1
ACADEMIC	7562	949427	3.19	0.7	3.22	0.7	0.7	0.0	0.0
VOCATIONAL	4078	550145	2.89	0.8	2.93	0.8	0.8	0.0	0.0
COMMUNITY TYPE:									
URBAN	3302	395841	3.04	0.8	3.04	0.7	0.8	0.0	0.0
SUBURBAN	8670	1083470	3.05	0.7	3.09	0.7	0.7	0.0*	0.1
RURAL	5166	734459	2.99	0.8	3.03	0.7	0.8	0.0	0.1

APPENDIX E-114

WHAT HAPPENS TO ME IS MY OWN DOING
(1=DISAGREE STRONGLY; 4=AGREE STRONGLY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS				
			MEAN	S.D.	MEAN	S.D.	POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
TOTAL	16803	2168232	2.98	0.7	3.05	0.7	0.7	0.1*	0.1
SEX:									
MALE	7935	1043742	3.00	0.7	3.07	0.7	0.7	0.1*	0.1
FEMALE	8868	1124490	2.95	0.7	3.02	0.7	0.7	0.1*	0.1
SES:									
LOW	3516	424509	2.95	0.7	3.00	0.7	0.7	0.1	0.1
MIDDLE	8319	1109742	2.97	0.7	3.04	0.6	0.7	0.1*	0.1
HIGH	4628	594737	3.01	0.7	3.09	0.7	0.7	0.1*	0.1
RACE:									
WHITE	12789	1762725	2.99	0.7	3.06	0.6	0.7	0.1*	0.1
BLACK	1831	224693	2.89	0.8	2.95	0.8	0.8	0.1	0.1
ASIAN-AMERICAN	203	21717	3.08	0.7	3.07	0.7	0.7	-0.0	-0.0
AMERICAN INDIAN	129	16415	2.94	0.8	3.02	0.6	0.7	0.1	0.1
MEXICAN-AMERICAN	1063	72443	2.96	0.7	3.01	0.7	0.7	0.0	0.1
PUERTO RICAN	183	18245	2.97	0.7	2.92	0.7	0.7	-0.0	-0.1
OTHER HISPANIC	585	50031	3.04	0.7	3.09	0.7	0.7	0.1	0.1
SCHOOL TYPE:									
PUBLIC	14468	1945927	2.98	0.7	3.05	0.7	0.7	0.1*	0.1
PRIVATE	544	63263	2.91	0.7	3.09	0.7	0.7	0.2*	0.3
CATHOLIC	1791	159042	2.98	0.7	3.02	0.6	0.7	0.0	0.1
GEOGRAPHIC REGION:									
NORTHEAST	3920	523034	3.00	0.7	3.05	0.7	0.7	0.1*	0.1
NORTH CENTRAL	5047	652732	2.95	0.7	3.03	0.6	0.7	0.1*	0.1
SOUTH	4981	653535	2.95	0.7	3.01	0.7	0.7	0.1*	0.1
WEST	2855	338932	3.05	0.7	3.13	0.6	0.7	0.1*	0.1
CURRICULUM:									
GENERAL	5371	693841	2.98	0.7	3.02	0.6	0.7	0.0*	0.1
ACADEMIC	7341	922567	2.99	0.7	3.07	0.7	0.7	0.1*	0.1
VOCATIONAL	4019	542596	2.96	0.7	3.03	0.7	0.7	0.1*	0.1
COMMUNITY TYPE:									
URBAN	3243	388842	2.96	0.7	3.04	0.7	0.7	0.1*	0.1
SUBURBAN	8512	1063501	2.97	0.7	3.06	0.7	0.7	0.1*	0.1
RURAL	5048	715889	3.00	0.7	3.04	0.6	0.7	0.0	0.1

WHEN I MAKE PLANS, I AM ALMOST CERTAIN I CAN MAKE THEM WORK
(1=DISAGREE STRONGLY; 4=AGREE STRONGLY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS		POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
			MEAN	S.D.	MEAN	S.D.			
TOTAL	16882	2179569	2.93	0.6	3.03	0.6	0.6	0.1*	0.2
SEX:									
MALE	7894	1040025	2.97	0.6	3.05	0.6	0.6	0.1*	0.1
FEMALE	8988	1139544	2.89	0.6	3.01	0.6	0.6	0.1*	0.2
SES:									
LOW	3551	428766	2.87	0.6	2.99	0.6	0.6	0.1*	0.2
MIDDLE	8339	1114144	2.92	0.6	3.02	0.6	0.6	0.1*	0.2
HIGH	4625	594802	2.98	0.6	3.08	0.6	0.6	0.1*	0.2
RACE:									
WHITE	12725	1757651	2.91	0.6	3.02	0.6	0.6	0.1*	0.2
BLACK	1958	238275	3.05	0.7	3.14	0.6	0.6	0.1*	0.1
ASIAN-AMERICAN	205	22176	2.98	0.6	3.03	0.6	0.6	0.1	0.1
AMERICAN INDIAN	132	17539	2.82	0.7	3.01	0.7	0.7	0.2	0.3
MEXICAN-AMERICAN	1058	71881	2.91	0.6	3.02	0.6	0.6	0.1*	0.2
PUERTO RICAN	192	19037	2.92	0.6	3.07	0.7	0.6	0.1	0.2
OTHER HISPANIC	591	50711	2.98	0.6	3.02	0.6	0.6	0.0	0.1
SCHOOL TYPE:									
PUBLIC	14546	1954796	2.92	0.6	3.03	0.6	0.6	0.1*	0.2
PRIVATE	533	63597	2.96	0.5	3.06	0.6	0.6	0.1	0.2
CATHOLIC	1803	161176	2.95	0.6	3.03	0.5	0.6	0.1*	0.1
GEOGRAPHIC REGION:									
NORTHEAST	3946	525623	2.93	0.6	3.00	0.6	0.6	0.1*	0.1
NORTH CENTRAL	5056	653268	2.90	0.6	3.01	0.6	0.6	0.1*	0.2
SOUTH	5020	660595	2.94	0.6	3.05	0.6	0.6	0.1*	0.2
WEST	2860	340082	2.96	0.6	3.08	0.6	0.6	0.1*	0.2
CURRICULUM:									
GENERAL	5369	695880	2.90	0.6	2.99	0.6	0.6	0.1*	0.2
ACADEMIC	7373	927678	2.96	0.6	3.07	0.6	0.6	0.1*	0.2
VOCATIONAL	4074	547486	2.90	0.6	3.02	0.6	0.6	0.1*	0.2
COMMUNITY TYPE:									
URBAN	3319	396547	2.95	0.6	3.07	0.6	0.6	0.1*	0.2
SUBURBAN	8555	1069611	2.94	0.6	3.04	0.6	0.6	0.1*	0.2
RURAL	5008	713411	2.90	0.6	3.00	0.6	0.6	0.1*	0.2

EVERY TIME I TRY TO GET AHEAD, SOMETHING OR SOMEBODY STOPS ME
(1=AGREE STRONGLY; 4=DISAGREE STRONGLY)

LONGITUDINAL COMPARISONS FOR THOSE STILL IN SCHOOL IN 1982

	SAMPLE N	WEIGHTED N	1980 SOPHOMORES WHO STAYED IN SCHOOL		1982 SENIORS		POOLED S.D.	1982-1980 DIFFERENCE	EFFECT SIZE
			MEAN	S.D.	MEAN	S.D.			
TOTAL	16292	2104400	2.79	0.7	2.86	0.7	0.7	0.1*	0.1
SEX:									
MALE	7612	1002945	2.75	0.7	2.82	0.7	0.7	0.1*	0.1
FEMALE	8680	1101455	2.83	0.7	2.90	0.7	0.7	0.1*	0.1
SES:									
LOW	3389	408220	2.63	0.7	2.67	0.7	0.7	0.0	0.0
MIDDLE	8032	1074669	2.78	0.7	2.86	0.7	0.7	0.1*	0.1
HIGH	4521	581862	2.94	0.6	3.02	0.6	0.6	0.1*	0.1
RACE:									
WHITE	12315	1699683	2.81	0.7	2.89	0.7	0.7	0.1*	0.1
BLACK	1869	228929	2.70	0.8	2.76	0.8	0.8	0.1	0.1
ASIAN-AMERICAN	208	23147	2.74	0.7	2.92	0.7	0.7	0.2	0.3
AMERICAN INDIAN	123	15873	2.52	0.8	2.61	0.7	0.7	0.1	0.1
MEXICAN-AMERICAN	1006	68704	2.66	0.7	2.78	0.7	0.7	0.1*	0.2
PUERTO RICAN	173	17221	2.59	0.8	2.78	0.8	0.8	0.2	0.2
OTHER HISPANIC	581	48966	2.76	0.7	2.85	0.7	0.7	0.1	0.1
SCHOOL TYPE:									
PUBLIC	14050	1889291	2.78	0.7	2.85	0.7	0.7	0.1*	0.1
PRIVATE	524	61770	2.98	0.6	3.01	0.6	0.6	0.0	0.0
CATHOLIC	1718	153338	2.90	0.7	2.97	0.6	0.6	0.1	0.1
GEOGRAPHIC REGION:									
NORTHEAST	3770	501916	2.83	0.7	2.90	0.7	0.7	0.1*	0.1
NORTH CENTRAL	4898	633837	2.78	0.7	2.87	0.6	0.7	0.1*	0.1
SOUTH	4846	638536	2.73	0.7	2.78	0.7	0.7	0.1*	0.1
WEST	2778	330111	2.86	0.7	2.96	0.7	0.7	0.1*	0.2
CURRICULUM:									
GENERAL	5175	672942	2.70	0.7	2.77	0.7	0.7	0.1*	0.1
ACADEMIC	7144	897084	2.93	0.6	3.00	0.6	0.6	0.1*	0.1
VOCATIONAL	3908	526198	2.67	0.7	2.74	0.7	0.7	0.1*	0.1
COMMUNITY TYPE:									
URBAN	3187	381663	2.80	0.7	2.87	0.7	0.7	0.1*	0.1
SUBURBAN	8268	1035027	2.82	0.7	2.90	0.7	0.7	0.1*	0.1
RURAL	4837	687711	2.74	0.7	2.82	0.7	0.7	0.1*	0.1

MATHEMATICS COURSES WILL BE USEFUL IN MY FUTURE
(PERCENT CHECKED)

ALL SOPHOMORES-1980

	ALL SOPHOMORES			SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP			SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP			DROPOUTS MINUS STAYERS
	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	
TOTAL	25188	3312	59.4	22773	2798	61.0	2415	515	50.8	-10.2*
SEX:										
MALE	12484	1671	60.8	11227	1396	62.6	1257	276	52.0	-10.6*
FEMALE	12704	1641	57.9	11546	1402	59.3	1158	239	49.4	-9.9*
SES:										
LOW	6120	787	54.8	5143	593	56.0	977	193	51.0	-5.0
MIDDLE	11821	1590	59.6	10807	1383	61.1	934	207	49.8	-11.3*
HIGH	6166	791	65.4	5923	730	66.0	243	61	58.0	-8.0
RACE:										
WHITE	17920	2529	60.2	16502	2180	61.6	1418	350	51.2	-10.4*
BLACK	3412	435	56.2	2989	352	58.6	423	83	46.1	-12.5*
ASIAN-AMERICAN	328	35	69.1	311	32	72.4	17	2	25.8	-46.7*
AMERICAN INDIAN	260	34	56.8	202	24	56.5	58	9	57.5	1.0
MEXICAN-AMERICAN	1920	145	55.7	1635	109	55.9	285	36	55.0	-0.9
PUERTO RICAN	334	36	50.4	262	25	54.4	72	11	41.6	-12.8
OTHER HISPANIC	918	85	59.6	798	67	60.5	120	18	56.5	-4.0
SCHOOL TYPE:										
PUBLIC	22098	3017	59.1	19777	2524	60.7	2321	493	51.0	-9.7*
PRIVATE	724	93	56.8	694	79	57.8	30	14	51.4	-6.3
CATHOLIC	2366	202	64.9	2302	194	66.0	64	8	38.1	-28.0*
GEOGRAPHIC REGION:										
NORTHEAST	5435	723	59.0	5034	638	59.8	401	85	52.4	-7.4
NORTH CENTRAL	7322	948	59.4	6736	824	61.3	586	123	47.0	-14.3*
SOUTH	8008	1101	58.9	7042	894	60.7	966	207	50.9	-9.9*
WEST	4423	541	60.8	3961	442	62.4	462	99	53.8	-8.6*
CURRICULUM:										
GENERAL	11076	1492	56.4	9800	1215	58.0	1276	277	49.6	-8.4*
ACADEMIC	8584	1056	66.6	8295	992	67.1	289	64	57.8	-9.4*
VOCATIONAL	4994	695	56.0	4255	542	57.2	739	152	51.9	-5.3
COMMUNITY TYPE:										
URBAN	5419	676	57.9	4711	533	59.4	708	143	52.3	-7.2*
SUBURBAN	12378	1577	60.8	11391	1363	62.3	987	214	51.1	-11.2*
RURAL	7391	1059	58.2	6671	901	59.9	720	158	49.0	-10.9*

NOTE: WEIGHTED N IS IN THOUSANDS

ENGLISH OR LITERATURE COURSES WILL BE USEFUL IN MY FUTURE
(PERCENT CHECKED)

ALL SOPHOMORES-1980

	ALL SOPHOMORES			SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP			SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP			
	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	DROPOUTS MINUS STAYERS
TOTAL	25188	3312	56.0	22773	2798	57.4	2415	515	48.6	-8.8*
SEX:										
MALE	12484	1671	54.1	11227	1396	55.3	1257	276	48.0	-7.3*
FEMALE	12704	1641	58.0	11546	1402	59.5	1158	239	49.4	-10.1*
SES:										
LOW	6120	787	53.0	5143	593	54.6	977	193	47.9	-6.8*
MIDDLE	11821	1590	56.1	10887	1383	57.0	934	207	49.5	-7.5*
HIGH	6166	791	60.5	5923	730	61.7	243	61	45.3	-16.5*
RACE:										
WHITE	17920	2529	56.4	16502	2180	57.7	1418	350	48.6	-9.1*
BLACK	3412	435	53.0	2989	352	55.1	423	83	44.3	-10.8*
ASIAN-AMERICAN	328	35	69.5	311	32	70.4	17	2	57.4	-13.0
AMERICAN INDIAN	260	34	49.8	202	24	52.1	58	9	43.5	-8.6
MEXICAN-AMERICAN	1920	145	54.4	1635	109	55.9	285	36	49.7	-6.2
PUERTO RICAN	334	36	54.1	262	25	55.3	72	11	51.5	-3.8
OTHER HISPANIC	918	85	58.1	798	67	57.6	120	18	59.7	2.1
SCHOOL TYPE:										
PUBLIC	22098	3017	55.9	19777	2524	57.4	2321	493	48.5	-8.9*
PRIVATE	724	93	60.3	694	79	62.4	30	14	48.1	-14.3
CATHOLIC	2366	202	55.7	2302	194	55.5	64	8	60.3	4.8
GEOGRAPHIC REGION:										
NORTHEAST	5435	723	54.7	5034	638	55.2	401	85	51.5	-3.7
NORTH CENTRAL	7322	948	56.7	6736	824	58.4	586	123	45.6	-12.8*
SOUTH	8008	1101	54.4	7042	894	56.2	966	207	46.6	-9.6*
WEST	4423	541	59.8	3961	442	61.0	462	99	54.2	-6.9
CURRICULUM:										
GENERAL	11076	1492	54.4	9800	1215	55.5	1276	277	49.2	-6.4*
ACADEMIC	8584	1056	61.7	8295	992	62.4	289	64	51.8	-10.6*
VOCATIONAL	4994	695	52.1	4255	542	53.3	739	152	47.9	-5.4
COMMUNITY TYPE:										
URBAN	5419	676	56.2	4711	533	57.6	708	143	51.2	-6.4*
SUBURBAN	12378	1577	55.8	11391	1363	57.2	987	214	46.6	-10.7*
RURAL	7391	1059	56.2	6671	901	57.5	720	158	49.1	-8.4*

NOTE: WEIGHTED N IS IN THOUSANDS

BUSINESS, OFFICE, OR SALES COURSES WILL BE USEFUL IN MY FUTURE
(PERCENT CHECKED)

ALL SOPHOMORES-1980

	ALL SOPHOMORES			SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP			SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP			DROPOUTS MINUS STAYERS
	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	
TOTAL	25188	3312	25.4	22773	2798	25.7	2415	515	24.0	-1.8
SEX:										
MALE	12484	1671	16.3	11227	1396	16.4	1257	276	15.4	-1.0
FEMALE	12704	1641	34.8	11546	1402	35.0	1158	239	33.8	-1.2
SES:										
LOW	6120	787	24.6	5143	593	25.9	977	193	20.6	-5.3*
MIDDLE	11821	1590	27.6	10887	1383	27.9	934	207	25.6	-2.3
HIGH	6166	791	22.5	5923	730	22.2	243	61	25.0	2.7
RACE:										
WHITE	17920	2529	26.6	16502	2180	26.8	1418	350	25.9	-0.9
BLACK	3412	435	20.8	2989	352	21.5	423	83	17.7	-3.8
ASIAN-AMERICAN	328	35	22.3	311	32	20.3	17	2	49.0	28.7
AMERICAN INDIAN	260	34	28.5	202	24	28.3	58	9	29.1	0.7
MEXICAN-AMERICAN	1920	145	22.8	1635	109	22.4	285	36	23.8	1.4
PUERTO RICAN	334	36	13.8	262	25	13.9	72	11	13.6	-0.4
OTHER HISPANIC	918	85	21.8	798	67	24.6	120	18	11.3	-13.4*
SCHOOL TYPE:										
PUBLIC	22098	3017	26.3	19777	2524	26.8	2321	493	23.9	-2.8
PRIVATE	724	93	19.1	694	79	19.3	30	14	17.9	-1.4
CATHOLIC	2366	202	15.8	2302	194	14.9	64	8	37.5	22.7*
GEOGRAPHIC REGION:										
NORTHEAST	5435	723	21.8	5034	638	21.3	401	85	25.1	3.8
NORTH CENTRAL	7322	948	31.0	6736	824	31.1	586	123	30.5	-0.6
SOUTH	8008	1101	23.1	7042	894	24.0	966	207	19.5	-4.4
WEST	4423	541	25.2	3961	442	25.5	462	99	24.0	-1.5
CURRICULUM:										
GENERAL	11076	1492	26.0	9800	1215	26.2	1276	277	25.4	-0.8
ACADEMIC	8584	1056	21.5	8295	992	21.7	289	64	18.1	-3.6
VOCATIONAL	4994	695	30.7	4255	542	32.6	739	152	24.0	-8.5*
COMMUNITY TYPE:										
URBAN	5419	676	22.2	4711	533	21.9	708	143	23.4	1.5
SUBURBAN	12378	1577	25.4	11391	1363	25.5	987	214	24.2	-1.3
RURAL	7391	1059	27.6	6671	901	28.2	720	158	24.1	-4.1

NOTE: WEIGHTED N IS IN THOUSANDS

APPENDIX E-120

TRADE OR INDUSTRY COURSES WILL BE USEFUL IN MY FUTURE
(PERCENT CHECKED)

ALL SOPHOMORES-1980

	ALL SOPHOMORES			SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP			SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP			
	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	DROPOUTS MINUS STAYERS
TOTAL	25188	3312	13.2	22773	2798	12.6	2415	515	16.1	3.5*
SEX:										
MALE	12484	1671	21.9	11227	1396	21.3	1257	276	24.5	3.1
FEMALE	12704	1641	4.3	11546	1402	4.0	1158	239	6.5	2.5*
SES:										
LOW	6120	787	13.4	5143	593	13.0	977	193	14.8	1.8
MIDDLE	11821	1590	14.6	10887	1383	14.2	934	207	17.5	3.3
HIGH	6166	791	9.8	5923	730	9.3	243	61	15.3	6.0*
RACE:										
WHITE	17920	2529	13.3	16502	2180	12.8	1418	350	16.0	3.1*
BLACK	3412	435	12.6	2989	352	12.0	423	83	15.4	3.4
ASIAN-AMERICAN	328	35	7.5	311	32	6.5	17	2	20.8	14.3
AMERICAN INDIAN	260	34	21.4	202	24	21.4	58	9	21.6	0.2
MEXICAN-AMERICAN	1920	145	13.1	1635	109	11.5	285	36	18.0	6.4
PUERTO RICAN	334	36	10.8	262	25	9.8	72	11	12.9	3.1
OTHER HISPANIC	918	85	13.0	798	67	12.9	120	18	13.3	0.5
SCHOOL TYPE:										
PUBLIC	22098	3017	14.2	19777	2524	13.7	2321	493	16.5	2.7*
PRIVATE	724	93	4.6	694	79	3.5	30	14	10.6	7.0
CATHOLIC	2366	202	2.5	2302	194	2.4	64	8	4.3	1.9
GEOGRAPHIC REGION:										
NORTHEAST	5435	723	14.4	5034	638	13.3	401	85	23.0	9.7*
NORTH CENTRAL	7322	948	15.0	6736	824	15.0	586	123	15.1	0.1
SOUTH	8008	1101	10.6	7042	894	10.2	966	207	12.3	2.2
WEST	4423	541	13.6	3961	442	12.3	462	99	19.3	7.0*
CURRICULUM:										
GENERAL	11076	1492	13.3	9800	1215	12.9	1276	277	14.7	1.8
ACADEMIC	8584	1056	6.7	8295	992	6.6	289	64	7.7	1.1
VOCATIONAL	4994	695	22.9	4255	542	23.0	739	152	22.6	-0.4
COMMUNITY TYPE:										
URBAN	5419	676	13.0	4711	533	12.2	708	143	16.0	3.8
SUBURBAN	12378	1577	12.5	11391	1363	12.1	987	214	15.5	3.5*
RURAL	7391	1059	14.3	6671	901	13.8	720	158	17.0	3.2

NOTE: WEIGHTED N IS IN THOUSANDS

ENGLISH OR LITERATURE COURSES WERE INTERESTING TO ME
(PERCENT CHECKED)

ALL SOPHOMORES-1980

	ALL SOPHOMORES			SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP			SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP			DROPOUTS MINUS STAYERS
	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	
TOTAL	25188	3312	32.4	22773	2798	32.3	2415	515	33.0	0.7
SEX:										
MALE	12484	1671	29.2	11227	1396	28.4	1257	276	32.9	4.5*
FEMALE	12704	1641	35.7	11546	1402	36.1	1158	239	33.2	-2.9
SES:										
LOW	6120	787	32.2	5143	593	32.1	977	193	32.7	0.7
MIDDLE	11821	1590	31.3	10887	1383	30.8	934	207	34.2	3.3
HIGH	6166	791	34.9	5923	730	35.0	243	61	34.2	-0.8
RACE:										
WHITE	17920	2529	32.4	16502	2180	32.3	1418	350	33.0	0.7
BLACK	3412	435	32.7	2989	352	32.3	423	83	34.3	2.0
ASIAN-AMERICAN	328	35	30.1	311	32	30.5	17	2	26.1	-4.4
AMERICAN INDIAN	260	34	33.9	202	24	33.4	58	9	35.1	1.7
MEXICAN-AMERICAN	1920	145	32.7	1635	109	32.0	285	36	34.8	2.9
PUERTO RICAN	334	36	31.0	262	25	34.1	72	11	24.1	-10.0
OTHER HISPANIC	918	85	30.3	798	67	31.2	120	18	27.0	-4.2
SCHOOL TYPE:										
PUBLIC	22098	3017	32.0	19777	2524	31.7	2321	493	33.5	1.8
PRIVATE	724	93	36.4	694	79	40.3	30	14	13.9	-26.4
CATHOLIC	2366	202	36.4	2302	194	36.4	64	8	36.7	0.3
GEOGRAPHIC REGION:										
NORTHEAST	5435	723	31.3	5034	638	31.7	401	85	28.4	-3.2
NORTH CENTRAL	7322	948	33.4	6736	824	32.8	586	123	37.4	4.6
SOUTH	8008	1101	32.5	7042	894	32.6	966	207	32.3	-0.3
WEST	4423	541	32.0	3961	442	31.7	462	99	33.0	1.3
CURRICULUM:										
GENERAL	11076	1492	31.2	9800	1215	30.7	1276	277	33.9	3.2
ACADEMIC	8584	1056	35.5	8295	992	35.8	289	64	30.9	-4.9
VOCATIONAL	4994	695	30.7	4255	542	29.9	739	152	33.5	3.6
COMMUNITY TYPE:										
URBAN	5419	676	33.3	4711	533	33.6	708	143	32.5	-1.1
SUBURBAN	12378	1577	32.3	11391	1363	32.3	987	214	31.9	-0.5
RURAL	7391	1059	32.0	6671	901	31.5	720	158	35.1	3.7

NOTE: WEIGHTED N IS IN THOUSANDS

MATHEMATICS COURSES WERE INTERESTING TO ME
(PERCENT CHECKED)

ALL SOPHOMORES-1980

	ALL SOPHOMORES			SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP			SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP			
	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	DROPOUTS MINUS STAYERS
TOTAL	25188	3312	32.0	22773	2798	32.8	2415	515	27.8	-5.0*
SEX:										
MALE	12484	1671	31.6	11227	1396	32.5	1257	276	26.8	-5.7*
FEMALE	12704	1641	32.5	11546	1402	33.1	1158	239	28.9	-4.2
SES:										
LOW	6120	787	29.5	5143	593	30.0	977	193	27.9	-2.1
MIDDLE	11821	1590	31.8	10887	1383	32.6	934	207	26.9	-5.7*
HIGH	6166	791	35.1	5923	730	35.7	243	61	28.1	-7.5
RACE:										
WHITE	17920	2529	32.4	16502	2180	33.2	1418	350	28.0	-5.1*
BLACK	3412	435	30.4	2989	352	30.8	423	83	28.8	-2.0
ASIAN-AMERICAN	328	35	36.7	311	32	38.6	17	2	11.4	-27.2
AMERICAN INDIAN	260	34	32.7	202	24	35.4	58	9	25.6	-9.8
MEXICAN-AMERICAN	1920	145	29.9	1635	109	31.5	285	36	25.0	-6.6
PUERTO RICAN	334	36	35.9	262	25	37.8	72	11	31.5	-6.3
OTHER HISPANIC	918	85	29.0	798	67	29.9	120	18	25.7	-4.2
SCHOOL TYPE:										
PUBLIC	22098	3017	31.5	19777	2524	32.1	2321	493	28.1	-4.0*
PRIVATE	724	93	36.0	694	79	39.4	30	14	16.1	-23.3
CATHOLIC	2366	202	38.7	2302	194	39.1	64	8	29.8	-9.3
GEOGRAPHIC REGION:										
NORTHEAST	5435	723	32.8	5034	638	33.0	401	85	30.7	-2.4
NORTH CENTRAL	7322	948	33.7	6736	824	34.6	586	123	27.6	-7.0*
SOUTH	8008	1101	31.0	7042	894	32.0	966	207	26.7	-5.3*
WEST	4423	541	30.3	3961	442	30.9	462	99	27.8	-3.1
CURRICULUM:										
GENERAL	11076	1492	29.8	9800	1215	30.0	1276	277	29.0	-1.0
ACADEMIC	8584	1056	39.1	8295	992	39.4	289	64	34.4	-5.0
VOCATIONAL	4994	695	26.7	4255	542	27.9	739	152	22.6	-5.3
COMMUNITY TYPE:										
URBAN	5419	676	31.9	4711	533	32.3	708	143	30.2	-2.1
SUBURBAN	12378	1577	31.6	11391	1363	32.7	987	214	25.0	-7.7*
RURAL	7391	1059	32.8	6671	901	33.4	720	158	29.5	-3.9

NOTE: WEIGHTED N IS IN THOUSANDS

BUSINESS, OFFICE, OR SALES COURSES WERE INTERESTING TO ME
(PERCENT CHECKED)

ALL SOPHOMORES-1980

	ALL SOPHOMORES			SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP			SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP			DROPOUTS MINUS STAYERS
	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	
TOTAL	25188	3312	14.2	22773	2798	14.4	2415	515	13.1	-1.3
SEX:										
MALE	12484	1671	9.4	11227	1396	9.2	1257	276	10.6	1.4
FEMALE	12704	1641	19.1	11546	1402	19.6	1158	239	16.0	-3.6
SES:										
LOW	6120	787	14.6	5143	593	15.1	977	193	12.9	-2.3
MIDDLE	11821	1590	15.7	10887	1383	15.9	934	207	14.7	-1.1
HIGH	6166	791	11.2	5923	730	11.3	243	61	10.8	-0.5
RACE:										
WHITE	17920	2529	14.5	16502	2180	14.7	1418	350	12.9	-1.8
BLACK	3412	435	12.8	2989	352	13.4	423	83	10.5	-2.9
ASIAN-AMERICAN	328	35	10.7	311	32	9.7	17	2	24.7	15.0
AMERICAN INDIAN	260	34	14.3	202	24	12.9	58	9	18.0	5.1
MEXICAN-AMERICAN	1920	145	13.1	1635	109	13.2	285	36	12.5	-0.7
PUERTO RICAN	334	36	15.2	262	25	12.6	72	11	20.8	8.2
OTHER HISPANIC	918	85	14.6	798	67	13.8	120	18	17.7	3.9
SCHOOL TYPE:										
PUBLIC	22098	3017	14.8	19777	2524	15.1	2321	493	13.2	-1.9
PRIVATE	724	93	9.0	694	79	8.8	30	14	10.4	1.6
CATHOLIC	2366	202	8.0	2302	194	7.7	64	8	14.6	6.9
GEOGRAPHIC REGION:										
NORTHEAST	5435	723	11.9	5034	638	11.4	401	85	15.7	4.3
NORTH CENTRAL	7322	948	17.2	6736	824	17.5	586	123	15.1	-2.4
SOUTH	8008	1101	13.3	7042	894	13.6	966	207	12.2	-1.4
WEST	4423	541	14.0	3961	442	14.8	462	99	10.5	-4.3
CURRICULUM:										
GENERAL	11076	1492	14.2	9800	1215	14.6	1276	277	12.5	-2.1
ACADEMIC	8584	1056	11.8	8295	992	11.5	289	64	15.7	4.1
VOCATIONAL	4994	695	18.2	4255	542	19.4	739	152	14.0	-5.5*
COMMUNITY TYPE:										
URBAN	5419	676	13.1	4711	533	12.8	700	143	14.2	1.4
SUBURBAN	12378	1577	13.5	11391	1363	13.7	987	214	11.8	-1.9
RURAL	7391	1059	16.0	6671	901	16.4	720	158	13.9	-2.4

NOTE: WEIGHTED N IS IN THOUSANDS

TRADE OR INDUSTRY COURSES WERE INTERESTING TO ME
(PERCENT CHECKED)

ALL SOPHOMORES-1980

	ALL SOPHOMORES			SOPHOMORES WHO STAYED IN SCHOOL UNTIL SENIOR FOLLOWUP			SOPHOMORES WHO DROPPED OUT BEFORE SENIOR FOLLOWUP			DROPOUTS MINUS STAYERS
	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	SAMP N	WTD N	PERCENT	
TOTAL	25188	3312	10.8	22773	2798	10.4	2415	515	13.0	2.6*
SEX:										
MALE	12484	1671	17.0	11227	1396	16.7	1257	276	18.7	2.0
FEMALE	12704	1641	4.4	11546	1402	4.1	1158	239	6.5	2.4*
SES:										
LOW	6120	787	10.6	5143	593	10.7	977	193	9.9	-0.8
MIDDLE	11821	1590	11.5	10887	1383	11.0	934	207	15.3	4.3*
HIGH	6166	791	9.3	5923	730	8.9	243	61	13.9	5.0
RACE:										
WHITE	17920	2529	11.0	16502	2180	10.6	1418	350	13.9	3.3*
BLACK	3412	435	9.3	2989	352	9.2	423	83	9.8	0.6
ASIAN-AMERICAN	328	35	4.1	311	32	4.3	17	2	1.2	-3.2
AMERICAN INDIAN	260	34	14.9	202	24	14.5	58	9	15.7	1.2
MEXICAN-AMERICAN	1920	145	10.0	1635	109	9.9	285	36	10.4	0.5
PUERTO RICAN	334	36	11.8	262	25	12.2	72	11	10.9	-1.3
OTHER HISPANIC	918	85	10.3	798	67	10.6	120	18	9.3	-1.3
SCHOOL TYPE:										
PUBLIC	22098	3017	11.6	19777	2524	11.3	2321	493	13.4	2.1
PRIVATE	724	93	4.6	694	79	4.8	30	14	3.0	-1.8
CATHOLIC	2366	202	1.3	2302	194	1.1	64	8	8.1	7.0*
GEOGRAPHIC REGION:										
NORTHEAST	5435	723	10.6	5034	638	9.7	401	85	17.7	8.0*
NORTH CENTRAL	7322	948	12.7	6736	824	12.8	586	123	12.7	-0.1
SOUTH	8008	1101	8.6	7042	894	8.1	966	207	10.5	2.3
WEST	4423	541	12.0	3961	442	11.4	462	99	14.8	3.4
CURRICULUM:										
GENERAL	11076	1492	10.7	9800	1215	10.3	1276	277	12.6	2.3
ACADEMIC	8584	1056	7.1	8295	992	7.1	289	64	7.9	0.8
VOCATIONAL	4994	695	16.5	4255	542	16.7	739	152	16.0	-0.7
COMMUNITY TYPE:										
URBAN	5419	676	10.1	4711	533	9.6	708	143	12.0	2.4
SUBURBAN	12378	1577	10.3	11391	1363	9.9	987	214	13.2	3.3*
RURAL	7391	1059	11.9	6671	901	11.6	720	158	13.7	2.1

NOTE: WEIGHTED N IS IN THOUSANDS